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ABSTRACT

Designed to assist teachers and supervisors in the implementation of the global history course, this bulletin presents learning activities which include the rationale, performance objectives, and teaching strategies related to Theme VI entitled, "Nineteenth Century Imperialism Affected the Imperial Powers and the Colonies." This theme has seven subthemes: (1) Imperialism Is Dominance of One People or Country over Another; (2) Britain Gained Control of India by Divide-and-Conquer Tactics; (3) Imperialism in China Took Several Forms, among Which the Policy of Spheres of Influence Was the Most Widespread; (4) Lack of Political Cohesion Opened Africa to Imperialism; (5) Japan Modernized and Became an Imperial Power; (6) English Conquest and Control of Ireland Had Much in Common with the "New" Imperialism; and (7) Imperialism Had Negative and Positive Effects on the Colonizer and the Colonized. Included is a suggested calendar of lessons as a guide for teaching global history on a daily basis. (KWL)

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Teacher Strategies

GLOBAL HISTORY

A Curriculum Guide

Third Semester Theme VI

SO017928

Experimental Edition – September

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Foreword

Global History was developed in response to a growing awareness of the factors transforming our world into a global village. That people and nations are becoming increasingly interdependent is manifested in almost every facet of daily life, from the rising price of oil to the growing number of overseas telephone calls. In an interconnected environment, when one strand of the web is jolted, reverberations are felt in every other strand. The hostage crisis in Iran and the wheat shortage in the Soviet Union are but two illustrations of this phenomenon. The challenge for Americans is not only to recognize these linkages as a fact of life, but also to understand their ramifications and to adapt to the requirements of an interdependent world.

Traditional curricula must be revised if our educational institutions are to prepare students to meet the demands of the 21st century. New courses must be introduced to equip students with the skills and understandings necessary for coping with an interdependent world. Among the essential tools are a knowledge of the past, an appreciation of other cultures, an increased facility in foreign language, and an awareness of the implications of interdependence. This three-semester course in Global History represents a major step toward enabling students to meet the challenges and opportunities inherent in our global village.

Charlotte Frank

CHARLOTTE FRANK
Executive Director
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Instruction

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EVALUATION OF GLOBAL HISTORY LEARNING ACTIVITIES

1. Are the goals of this course of study clear?

☐ Yes ☐ No ☐ Not Sure

Explain _____

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2. Does this document meet your students' needs?

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Explain _____

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Explain _____

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Explain _____

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Explain _____

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6. Is there sufficient emphasis on writing skills?

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Explain _____

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Explain _____

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Explain _____

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9. Would you make changes in the types of learning activities presented in this document?

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Explain _____

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Explain _____

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11. Was there a sufficient variety of activities in the learning strategies?

☐ Yes ☐ No ☐ Not Sure

Explain _____

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12. Do you think there will be any difficulty in implementing this course?

☐ Yes ☐ No ☐ Not Sure

Explain _____

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_____

13. Did the Calendar of Lessons enable you to better structure your course?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

_____

14. What additions, deletions, or changes in sequence would you recommend for each theme?

THEME VI: Nineteenth Century Imperialism Affected the Imperial Powers and the Colonies.

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THEME VII: Wars, Efforts for Peace, and Revolution in the 20th Century.

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_____

THEME VIII: Economic, Political, and Cultural Changes in the Post-War World Affect Our Lives Today.

15. What do you consider to be the overall strengths and/or weaknesses of this Global History course outline?

16. What changes would you make to improve the quality of this document?

17. Do you have any additional comments?

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Introduction

Over 100 years ago, the conservationist John Muir stated: "When we try to pick out anything by itself, we find it hitched to everything else in the universe." Contemporary global developments have validated what Muir observed a century ago. It is increasingly apparent that the nations and peoples of the world are economically, politically, and environmentally interdependent.

Food prices in the United States rise sharply because farmers in Iowa must pay higher prices for tractor fuel as a result of war in the Middle East. Housewives in Peoria find that their wash hanging out to dry is soiled by pollution from industrial plants in the Ruhr Valley in West Germany. Automotive innovations in Japan have led to severe economic hardships for families in Detroit. Likewise, decisions in Washington reverberate throughout the world, affecting budget allocations in the Soviet Union, the stability of governments in Latin America, commodity markets in Africa, and money markets in London and Zurich.

It is an undeniable fact of life in the latter part of the 20th century that every person in the United States and the world has been affected by the phenomenon of global interdependence. Professor Lee Anderson underscores this reality by pointing out that

> *worldwide interdependencies affect the purity of our air and water; the heat in our homes and offices; the price of sugar, coffee and gasoline; the availability of meat and fish; the level of taxes; the survival of wildlife; the size of our armed forces; the subject matter of television; the levels of employment and inflation; the tranquility of our spirits; and the image of reality of our future.*[1]

With the development of increasingly sophisticated technologies and the proliferation of multinational corporations, future generations of Americans will be even more influenced by developments beyond our shores.

How can young people be prepared to cope with the challenges of life in an interdependent world? "Given the nature of the contemporary world and the foreseeable future," argues Dr. Robert Leestma, "every educational system should reflect much more adequately than it currently does such matters as the unity and diversity of mankind, the interdependence of nations and peoples, and the need for international cooperation in shaping an acceptable future."[2] It is with this in mind that the New York City Board of Education has introduced this three-semester course in Global History.

Whereas global education seeks to make students aware of the increasingly worldwide interdependencies linking people today, global history

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[1] Lee Anderson, Schooling and Citizenship in a Global Age, Bloomington, Indiana: Mid-America Program for Global Perspectives in Education, Indiana University, 1978, p. 9.

[2] Robert Leestma, "Education for a Global Age," Vital Issues, 28, March 1979, p. 1.

represents an attempt to determine the extent and impact of linkages between people and nations in the past. Global History is based on the premise that important changes have resulted from contacts between people and the resulting exchange of cultures; consequently, the concepts of cultural diffusion and interdependence are give particular emphasis in this course.

Cultural diffusion refers to the exchange of ideas, values, and products between societies, and the changes that result from such cross-cultural contacts. It can represent the conscious attempt of one society to spread facets of its culture, or it can be the by-product of military ventures, trade, or the migrations of people. Thus, as a result of the conquests of Alexander the Great, the Hellenic culture was fused with Oriental culture; trade between Europe and the Muslim world helped to bring about the Renaissance and the Scientific Revolution; and the migrations of North European tribes led to a fusion of Greco-Roman and indigenous cultures. Cultural diffusion can be horizontal, whereby the culture of a particular society has an impact on a contemporary society, as illustrated by the Chinese influence on Japan from the sixth to the eighth centuries. Cultural diffusion can also be vertical, in instances where the ideas or institutions of one nation influence later societies. This phenomenon is exemplified by the fact that the law code developed by the ancient Romans serves as the basis for the legal system in most Western nations today.

It should be emphasized that Global History does not embody a radical change in content matter; rather, it represents a shift in focus from a traditional curriculum which looks at culture and events in Eastern and Western civilizations as isolated developments, to a curriculum which examines the interchange between societies throughout history.

This course recognizes that although most civilizations have been agents and recipients of cultural diffusion, not all societies have been influenced by cultural diffusion to the same degree. Similarly, although regional interdependence existed even among the earliest civilizations, interdependence has not been a constant theme throughout history; indeed, global interdependence is a relatively recent phenomenon. Consequently, it will be noted that much of the content in this curriculum is contained in the traditional world history course. However, by stressing the impact of one society on another, and by emphasizing the contributions of non-Western cultures as well, this course is intended to dispel the myths and avoid the inaccuracies that invariably result from an ethnocentric view of history.

It is hoped that this study of global history will not only bring into focus the continuity, connectedness, richness and diversity of different civilizations, but will promote an understanding of the network linking nations today.

Global History Themes

SEMESTER I

Theme I: Many Factors Influence the Development of Civilizations.

Theme II: Early Civilizations and Cultures Developed Around the World.

This theme deals with four optional case studies of early civilizations up to the 10th century from the following list: the Middle East; Africa; Mesoamerica and Early South America; China; Japan; India; Southwest Asia.

SEMESTER II

Theme III: Changes in Thought and Actions Led to the Emergence of the Modern World.

Theme IV: Developing Democratic and Nationalistic Movements Have Had an Effect Around the World.

Theme V: The Industrial Revolution Had Global Impact.

SEMESTER III

Theme VI: Nineteenth Century Imperialism Affected the Imperial Powers and the Colonies.

Theme VII: Wars, Efforts for Peace, and Revolution in the 20th Century.

Theme VIII: Economic, Political, and Cultural Changes in the Post-War World Affect Our Lives Today.

How to Use This Bulletin

This curriculum bulletin is designed to assist teachers and supervisors in the implementation of the Global History course. The materials presented in this guide represent suggested approaches for teaching Theme VI of Global History.

Since this theme is rather detailed and comprehensive, it has been divided into several subthemes, which are themselves subdivided into learning activities, rationales, performance objectives, strategies, and worksheets.

Each learning activity relates to a particular topic within the subtheme and contains a rationale, performance objectives, numerous teaching strategies, and related worksheets.

The rationale explains the relationship of the topic to the overall subtheme, and identifies the important concepts and understandings to be taught. These concepts and understandings should serve as the major focus of the day-to-day lessons.

The performance objectives present specific knowledges and skills which students should achieve at the completion of the suggested strategies within a learning activity. This information and appropriate skills should be the basis upon which lessons are developed.

Strategies are suggested teaching techniques which illustrate how a particular topic might be taught. They are provided to assist teachers in planning lessons, and include a variety of techniques geared to enable the teacher to achieve the performance objectives of that particular learning activity. Each strategy provided in this curriculum bulletin aims to promote learning by including one or more skills in an area such as critical thinking, reading, writing, map interpretation, and problem solving. These strategies call for a variety of activities, including roleplaying, simulations, small group discussions, brainstorming, debates, research activities, interviews, and "hands on" experiences.

Worksheets, which follow the strategies, contain teaching/learning activities including such primary sources as photographs, diaries, documents, maps, charts, graphs, diagrams, speeches, and letters of a particular era. These materials should be used to give students opportunities to understand the value of primary sources and to evaluate their use in learning about past and present events. In short, the primary source material contained in the worksheets can become a viable basis for developing critical thinking skills while assisting students in mastering the relevant factual information.

Teachers should be reminded that they are not expected to adopt all

the materials contained in this document for classroom use; indeed, it would be impossible to do so, owing to the extent and variety of the materials contained in this bulletin.

The strategies are only suggested approaches for teaching this curriculum. The variety of materials gives teachers options from which to choose in meeting the particular needs of their students. It should be noted that this curriculum does not specify how much time is to be allotted to each subtheme; thus teachers and supervisors are free to decide how much emphasis a particular subtheme should receive.

It should be further emphasized that although the materials contained within this document provide the ingredients for lessons, the strategies themselves do not constitute lesson plans, nor are they intended as substitutes for lesson plans. Teachers should, however, integrate the materials and strategies into their daily lesson plans.

Furthermore, although this curriculum design contains a variety of materials not usually found in traditional textbooks, it is not intended as a replacement for the textbook; rather, these are supplementary materials which should enrich and enliven the teaching/learning process.

Content Outline

THEME VI: NINETEENTH CENTURY IMPERIALISM AFFECTED THE IMPERIAL POWERS AND THE COLONIES

A. Imperialism is Dominance of One People or Country Over Another.

1. Industrially developed powers frequently established political or economic control over less developed areas.

2. Economic factors such as a desire for markets, resources, and cheap labor led to imperialism.

3. Political and strategic factors such as the desire for increased prestige and the need to establish military bases and refueling stations furthered the imperialist idea.

4. Sociological factors such as missionary zeal and belief in the "White Man's Burden" widened the imperialist effort.

B. Case Studies of Imperialism

1. Britain gained control of India by divide-and-conquer tactics.

   a) Divisions of language, geography, political control, and religion made India vulnerable to British imperialism.

   b) The British systems of technology, education, government, and language were introduced.

   c) Nationalist opposition took political and cultural forms such as the Sepoy Rebellion, the formation of the National Congress Party and Gandhism, and the writings of Rabindranath Tagore and Bal Gangadhar Tilak.

2. Imperialism in China took several forms among which the policy of spheres of influence was the most widespread.

   a) European rivalries limited the amount of actual colonization that could take place.

   b) The vast size and varied geography of China also played a role in limiting outright annexation.

   c) The Chinese reacted against European domination by attempts at Westernizing, as shown by the Taiping Movement, and by the development of nationalist movements such as those led by the Boxers and by Dr. Sun Yat-sen.

3. Lack of political cohesion opened Africa to imperialism.

   a) The Europeans' competition for markets, raw materials, and a "place in the sun" led to the partition of Africa into colonies and protectorates.

b) European imperialists created political units out of diverse tribal groupings.

c) Europeans exploited the people and the resources of Africa.

d) Tribal affiliations hindered rapid development of nationalist movements aimed at removal of the Europeans.

4. Japan modernized and became an imperialist power.

a) The Meiji Restoration led to the remarkably rapid modernization of Japan.

b) Japan's geographic limitations resulted in an expansionist policy.

5. English conquest and control of Ireland had much in common with the "New Imperialism."

a) The English conquest of Ireland resulted in a series of Protestant-Catholic wars and in the establishment of a Protestant landlord system.

b) British rule in Ireland was characterized by the religious persecution, economic exploitation, and political subjection of Irish Catholics.

c) Irish opposition to British domination took political and cultural forms such as the Rising of 1798, the Home Rule Movement, the Fenian Movement, the 1916 Easter Uprising, and the writings of W.B. Yeats and Padraic Pearse.

C. <u>Imperialism Had Negative and Positive Effects on the Colonizer and the Colonized</u>

1. Imperialism introduced improvements in health, education, sanitation, and technology.

2. Imperialism exploited the people and resources of the colonized area.

3. Imperialists sought to impose values which conflicted with existing cultures.

4. Imperialism imposed political boundaries which did not conform to existing tribal or ethnic divisions.

5. Imperialist powers gained from increased trade, availability of resources, strategic location, increased prestige, and cheap labor.

6. Imperialism resulted in increased racism, increased militarism, imperial rivalry, and a brutalization of the imperialists, themselves.

A Suggested Calendar of Lessons

A suggested calendar of lessons is provided below as a guide for approaching Global Theme VI, Semester III, on a daily basis. Most suggested lessons contain both evaluative and power aims. The evaluative aim, more specific than the power aim, poses a historical problem which should engender controversy. The power aim, more conceptually based, encourages thinking on the highest levels (generalizations, evaluations). Such an aim is more easily adaptable to the inquiry method. More material is included than can possibly be covered within a semester. Rather than being a mandate, the structure below has been prepared in response to many requests from teachers and supervisors; it may be modified to suit the needs of individual districts, schools, and classes.

Caveat: These strategies will help teachers to plan their lessons. However, teachers may have to add their own source material so that students can fully answer the aim questions.

LESSON	AIMS AND CONTENT POWER AIM (PA), EVALUATIVE AIM (EA)	SUBTHEME	STRATEGY
1	PA: Do historical terms change their meanings over time? EA: Should imperialism be considered only a nineteenth century phenomenon? CONTENT: Vocabulary of imperialism; identities and locations of mother countries and colonies; comparison of land areas and populations of mother countries and colonies	A	1-3
2	PA: Are there limits to what a nation may do in following its own self-interest? EA: Was imperialism motivated more by self-interest than by idealism? CONTENT: Russian twelfth century expansion; economic, political-strategic, and social-religious motives for nineteenth century imperialism	A	4-6
3	PA: Is a nation ever justified in forcing other societies to accept its culture? EA: Was the Russification of Poland justified? CONTENT: Nineteenth century Russia as a multinational empire; Russification in Poland; Polish resistance to Russification	A	7

AIMS AND CONTENT (Continued)

LESSON	POWER AIM (PA), EVALUATIVE AIM (EA)	SUBTHEME	STRATEGY
4	PA: Can technologically less advanced cultures resist takeover by more advanced cultures? [OPTION: Select <u>one</u> area (China, India, or Africa) for concentration.]		
	EA: Was the imperialist conquest of Africa inevitable? (China or India may be substituted.)		
	CONTENT: -- "Divide and rule" in India	B	1-2
	-- China's rejection of the West; the Opium Wars and resulting "unequal treaties"; establishment of spheres of influence	C	1-5
	-- Precolonial and colonial Africa; scramble at the Congress of Berlin; African disunity and the blank treaties	D	1, 3-4
5	PA: Does economics best explain great movements in history?		
	EA: Would there have been an age of imperialism in India without the Industrial Revolution?		
	CONTENT: -- British demand for Indian cotton; the British standard of living in India	B	3,5
	-- West's desire to trade with China; the opium trade and resulting wars; Britain's takeover of Hong Kong, etc.	C	1-3
	-- King Leopold's "prospectus"; European motives at the Congress of Berlin; Royal Niger Company's blank treaties; rubber gathering in the Congo; the introduction of Christianity	D	2-4, 7-8
6	PA: Does a clash between cultures always result in cultural diffusion?		
	EA: Did nineteenth century imperialism bring important cultural changes to its victims?		
	CONTENT: -- Collapse of Indian cottage industries; effects on Indians of British education; values clash between Indian and Western traditions	B	4, 8-9
	-- Introduction of Western technology; unequal treatment of the Chinese	C	6-7
	-- Problems created by colonial tribal divisions; slave labor in the Belgian Congo	D	5-7 8-9

AIMS AND CONTENT (Continued)

LESSON	POWER AIM (PA), EVALUATIVE AIM (EA)	SUBTHEME	STRATEGY
7	PA: Does the use of violence to produce change create more problems than it solves?		
	EA: Was the use of violence the most effective way for the victims of imperialism to resist domination?		
	CONTENT: -- The Sepoy Mutiny; Gandhi's passive resistance	B	6-7, 14
	-- The Taiping proposals; the Boxer Rebellion; Sun Yat-sen's program; the role of the Empress Dowager in the Boxer Rebellion	C	8-9
	-- African reactions to Christianity; colonial demands for self-government	D	8, 10
8	PA: Do people gain more than they lose as a result of being dominated by another culture?		
	EA: Was imperialism a blessing or a curse for its victims?		
	CONTENT: -- Benefits and evils of British rule in India; role of Annie Besant in fighting these evils	B	10-13, 15-17
	-- Benefits and evils of imperialism in China	C	6-7, 10-13
	-- Benefits and evils of imperialism in Africa	D	9-11
9	PA: Are nations wise to resist economic contact with more dominant cultures?	E	1-4
	EA: Should Japan have opened its doors to contact with the West?		
	CONTENT: Perry's role in opening Japan to trade; shogun's acceptance of unequal treaties		
10	PA: Is industrialization worth the price a developing nation must pay?	E	5-8
	EA: Did Japan gain more than it lost as a result of the Meiji Restoration?		
	CONTENT: The Meiji Restoration; Japanese industrialization and modernization; the clash between Western and Japanese values		

AIMS AND CONTENT (Continued)

LESSON	POWER AIM (PA), EVALUATIVE AIM (EA)	SUBTHEME	STRATEGY
11	PA: Can a nation become a world power without having to take over other peoples? EA: Was Japan forced to become an imperialist power? CONTENT: The Japanese Empire in 1933; causes of Japanese imperialism compared with the causes of nineteenth century Western imperialism	E	9-12
12	PA: Are strong countries destined to conquer weaker nations? EA: Was the English takeover of Ireland inevitable? CONTENT: Strategic importance of Ireland to England; the English invasion; roles of Pope Adrian, Dermot MacMurrough, Strongbow, and Henry II; wars between English Protestants and Irish Catholics; the Ulster Plantation; establishment of the Protestant landlord system	F	1-3
13	PA: Does religious persecution discourage or encourage its victims? EA: Did English persecution discourage or encourage the practice of Catholicism in Ireland? CONTENT: The Penal Laws; Catholic and Protestant reactions.	F	4-5
14	PA: Do the ends justify the means in achieving national independence? EA: Was Wolfe Tone justified in committing treason against the British? CONTENT: Eighteenth century economic conditions in Ireland; the Rising of 1798 and the role of Wolfe Tone; the 1800 Act of Union	F	6-8
15	PA: How great is the obligation of a government to reduce the suffering of its people? EA: Did the British government go far enough to reduce Irish suffering during the Potato Famine? CONTENT: Social status of Catholics in nineteenth century Ireland; effects of the Potato Famine; British government policy during the Famine	F	9-11

AIMS AND CONTENT (Continued)

LESSON	POWER AIM (PA), EVALUATIVE AIM (EA)	SUBTHEME	STRATEGY
16	PA: Is the use of violence against a repressive govenment justified? EA: Was the Irish people's use of violence in winning their independence justified? CONTENT: The 1800 Act of Union; Catholic emancipation; the Home Rule Movement; Young Ireland; the Fenians (IRB); the 1916 Easter Rising and its results	F	8, 12-14
17	PA: In the final analysis, does imperialism benefit the mother country? EA: Did the value of European colonial trade justify imperialism? CONTENT: Comparison between Europe's colonial trade and its other foreign trade; comparison between European expenditures on colonies and income from these colonies	G	1
18	PA: Should nations today be judged by their past wrongs? EA: Should Europeans today be ashamed of their imperialist past? CONTENT: The long- and short-range effects of imperialism on the mother countries and their colonies; the problem of conflicting values	G	2, 4-5, 7
19	PA: Are imperialist goals still important in the twentieth century? EA: Is the Russian takeover of Afghanistan in 1980 an example of imperialism? CONTENT: The Soviet invasion of Afghanistan; its causes and effects	G	6

Subtheme A *Nineteenth Century Imperialism*

SUBTHEME A: *IMPERIALISM IS DOMINANCE OF ONE PEOPLE OR COUNTRY OVER ANOTHER*

LEARNING ACTIVITY

RATIONALE

Although imperialism, as a nineteenth century phenomenon, began in Europe, it soon spread to both the American continent and Asia.

Imperialism, like democracy and socialism, is a concept open to many interpretations. Some historians use the term to include all efforts of one nation politically to control another. Used this way the term imperialism would describe the conquests of Alexander the Great in the fourth century B.C., the English takeover of Ireland in the twelfth century, and Russian expansionism from the seventeenth to the twentieth century, including the recent Soviet expansion into Afghanistan.

Other historians use the term imperialism specifically to describe the nineteenth century takeover of underdeveloped countries and regions by industrially developed countries. The complex motives for nineteenth century imperialism, its popularity within industrial nations, and the intensity with which it was pursued differentiate it, in the view of these historians, from the expansionism of other historical periods.

What are these peculiar, complex motives? The reasons for nineteenth century imperialism, the "new" imperialism, can be categorized as economic (growing out of the Industrial Revolution), political and/or military (growing out of nationalist movements), and social ("The White Man's Burden" to enlighten people of other cultures). This learning activity helps students to develop their own definition of imperialism by asking them to analyze its very complex causes and effects among peoples in Europe, Asia, and Africa. (North and South America and the Pacific are highlighted at other points in the curriculum.)

PERFORMANCE OBJECTIVES

Students will be able to:

- Define or explain: imperialism, empire, mother country, colony, raw materials, markets, colonization.
- Identify Western and Asian nineteenth century imperialist nations, and their colonies on the several continents.
- Compare the overseas empires of imperialist nations as of 1914.
- Explain the causes of nineteenth century imperialism.
- Categorize the motives for imperialism as economic, political, or social.
- Evaluate the causes of imperialism, using self-interest and idealism as criteria, and rank these causes from most important to least important.
- Choose and defend a position on the question: "Was nineteenth century imperialism significantly different from the imperialism of other historical periods?"

STRATEGY 1

Imperialism in its broadest sense is the dominance of one people or country over another. This definition includes not only nineteenth century imperialism but also the dominance of Alexander the Great and Napoleon over countries other than their own. Historians who differentiate nineteenth century imperialism from that of other periods define it more narrowly as the takeover of weaker, underdeveloped lands by stronger, industrialized countries.

. Distribute Worksheet A-1, "Global Times--The Alphans Are Here." Have students read the story and then explain their answers to the following questions:

  - What are the Alphans offering the Earthlings?

  - What do the Alphans want from Earth in exchange?

  - Does the Alphan plan offer Earth any advantage? Explain.

  - Would Americans be receptive to the ideas and customs of people from another planet? Would you be? Explain.

  - The last sentence in the Global Times article says that "...the Alphan offer is one that Earth just can't refuse." What does the writer mean? Do you agree? Explain.

. Tell students that historians use the term imperialism for the relationship that the Alphans want to set up with Earth. Ask students:

  - Based on this example, how would you define imperialism? Explain.

  - The term imperialism has the same Latin root as the word empire. What is the connection in meaning between these terms?

. Use this fictional case to help students develop the basic vocabulary of imperialism. Give students definitions of the following terms or have them look up the definitions in their textbook, encyclopedia, or dictionary. Then ask them to find examples of each term in the Global Times story.

  - colonization
  - colony
  - empire
  - markets for goods
  - mother country
  - raw materials

STRATEGY 2

In the late nineteenth century the political map of the world underwent tremendous changes. Europeans had explored and colonized other lands and had traded in slaves as early as the sixteenth century, but it was not until the nineteenth century that they entered an era of unprecedented empire building.

. Distribute Worksheet A-2, "Imperialism in Africa and Asia." Have students complete the worksheet and then explain their answers to the following questions:

- What story do these maps tell about the countries listed on the map keys? Explain.

- In addition to colonies in Africa and Asia, the British in 1914 also possessed Canada, Australia, British Guiana, Jamaica, and Ireland. Why was it often said that "the sun never sets on the British Empire."? Explain.

- How do these maps show that imperialism was a historical force that involved countries in all parts of the globe? Explain.

- What reasons can you imagine for so few countries having control over so many other parts of the world? Explain.

- As a citizen of one of the imperialist countries, how would you have felt looking at these maps? Explain.

- As a citizen of the one of the colonies (possessions), how would you have felt looking at these maps? Explain.

STRATEGY 3

By 1900, the total amount of land controlled by the imperialist nations was significantly greater than that of the mother countries themselves. This was especially true for the three major imperialist powers in 1900--England, France, and Germany. The colonial populations controlled by England and France greatly outnumbered the European populations of these two countries.

. Distribute Worksheet A-3, "Imperialism in 1900." Have students read the table and answer the questions on the worksheet.

. Have students explain their answers to the following questions:

- What problems for the imperialist nations do the figures on this chart suggest? Explain.

- How do you think such problems could be dealt with? Explain.

- What kinds of information about imperialism are not shown on this table? In addition to maps and tables of fact, what other kinds of sources could you use, to learn more about imperialism? Explain.

STRATEGY 4

Long before the nineteenth century, societies all over the world had economic motives for expanding their borders or seeking conquests (colonies) in other places. Russia (Kiev) in the twelfth century was an example. What coastline Russia had was far to the north and icebound, thus endangering Russian merchants' year-round access to the outside world. As a result, southern avenues of trade were enormously important to Russia.

. Distribute Worksheet A-4, "Russia in the Twelfth Century." Have students examine the map and complete the worksheet exercise. Go over the exercise, and then have students explain their answers to the following questions:

- The route from Smolensk to Athens covers territory that was not part of Russia in the twelfth century. Would that have presented any problems to Russian merchants? Explain.

- If you were a Russian merchant at that time, would you have supported the expansion of Russian control into this area? Explain.

. Now have students pretend to be a group of nineteenth century Russian merchants who export furs, timber, sugar beets, wheat, and barley, and who import cotton, coal, and other important materials. Ask student merchants the following questions:

- By the nineteenth century, Russia had expanded its southern borders to cover remaining territory up to the Black Sea. What does this tell you about the importance of trade in the history of Russia's expansion? Explain.

- Looking again at Worksheets A-2 ("Imperialism in Asia and Africa") and A-3 ("Imperialism in 1900"), does it seem that other countries might have had economic (trade) reasons for expanding or colonizing? Explain.

- Is economic expansion a just basis for war? Would you be willing to see your country go to war to obtain or defend a trade route? Why, or why not? Explain.

. For a possible tie-in, have students research early fifteenth and sixteenth century explorations for trade routes in and around the Americas. Suggest that they list examples of expansion and colonization efforts that affected the Western Hemisphere. Ask them:

- How important was the search for water routes in this expansionary period?

STRATEGY 5

Nineteenth century imperialism differed from earlier geographic expansion in that it grew out of the Industrial Revolution, out of a sudden quest for raw materials and new markets. Its fires were fueled by the exaggerated national self-consciousness that was being felt in many nations at that time.

. Distribute Worksheet A-5, "Some Causes of Imperialism," (Source 1 only). Have the entire class read Source 1, complete the cloze exercise, explain their answers to the questions on the worksheet, and then complete the writing exercise. Review student responses and have a few students read their letters aloud.

. Divide the class into four to six groups. From Worksheet A-5, assign the remaining Sources 2,3,4, and 5--one to each group. Instruct students to read their assigned source and answer the worksheet questions related to it. For each group, have one member briefly summarize the assigned source, and another member report the group's answers.

. After all five readings have been discussed, distribute Worksheet A-6, "Charting the Causes of Imperialism." Have students complete Exercises I and II. Review those exercises and then have students explain their answers to the following questions:

- After looking at all the motives that inspired nineteenth century imperialism, which do you consider most important? Least important? Explain and defend your point of view.

- Which of the authors presents the strongest case to support his view? Explain.

- Are any of the authors prejudiced? Explain. Does prejudice on the part of a speaker destroy his or her argument? Explain.

. Have students complete Exercises III and IV on Worksheet A-6. Ask a few students to read their responses aloud.

. As an additional activity, students might be asked to role play these five writers in a panel discussion on the topic: "Should European countries and the United States have taken colonies?"

STRATEGY 6

Some historians conclude that imperialist rhetoric about civilizing, Christianizing, and uplifting colonial peoples was just a cover to mask economic and political self-interest.

. Distribute Worksheet A-7, "The Poets' and Cartoonists' View." Have students read the first poem, "The Partition of China," and then explain their answers to the following questions:

- The expression "heathen Chinee" was widespread in England during the imperialist period. What imperialist attitudes are revealed by this expression? Explain.

- Why does the poet compare his people to "vultures" in the fourth line of stanza 1?

- How does the poet use irony (the use of words to convey their opposite meaning) in stanza 2?

- What reason other than the spread of religion does the poet say was the real motive for imperialism? Explain.

- In stanza 3, line 3, the author calls China "this darkened and downtrodden nation." How do you think Chinese people reacted to this description? Explain.

- What is the meaning of this poem's title, "The Partition of China"? To whom does the poem seem to be addressed? Explain.

. Have students complete the exercises that accompany the cartoon, "The Heathen Chinee." Review students' responses. (lion=Britain, bearded man=Uncle Sam, bear=Russia, eagle=Germany, rooster=France)

. Have students read the poem, "Expansion," and complete the exercise which is based on the accompanying cartoon. Ask students:

- Why does the poet use the term "patriot" as the opposite of "Little Englander"? Explain.

- In the first two lines of stanza 2, the poet retells the old story of a certain frog. How would you tell the story? (Write your version in your notebook.)

- This story can be thought of as a short fable (a lesson for life). Fables usually end with morals. What moral would you write for this fable? Explain.

- "Jingo" is a term often used in describing a superpatriot. In line 4 of stanza 2, the Jingo states the lesson he learned from the frog. Restate his moral in your own words.

- What connection do you find between the frog's story and the meaning of imperialism? Explain.

. In summary, have students explain their answers to the following questions:

- What ideas and feelings do both poems and cartoons express? Refer to specific evidence in the poems and/or cartoons to support your conclusion.

- Judging from these documents, what do you conclude about the motives for nineteenth century imperialism? Explain.

STRATEGY 7

A critical question for all imperialist nations was how to deal with populations under their control, especially populations with a culture different from that of the mother country. Russia, dealing with a vast multinational empire in the nineteenth century, adopted a plan of "Russification." For Polish people under Russia's rule, this meant being forced to adopt the Russian language, and the Russian Orthodox Church, as well as having to express loyalty to the Russian Czar. Russification was a challenge to the Polish people's self-consciousness as a separate society, one with its own cultural heritage.

. Distribute Worksheet A-8, "Russification of a Polish Town." Divide the class into small groups and have them complete the exercise on the worksheet. Ask one member of each group to report the group's decision and briefly explain the reasoning behind it. Then have students explain their answers to the following questions:

- How can Russification be viewed as "forced" cultural diffusion? Looking at the map of Russia's European expansion by 1914, can you determine why the Russians adopted such an extreme policy? Explain.

- Can one society ever be justified in trying to force change on another, with a policy like Russification? Why, or why not? Explain.

- The Russians have never been able to extinguish the Polish culture. How would you explain this?

. Distribute Worksheet A-9, "The Polish Response to Russification." Provide time for students to read it, and have them explain their answers to the following questions:

- What does Pisudski mean by claiming that many illegal books will undermine a government's authority? Do you agree? Does the printed word have that much power? Explain.

- Is censorship a major part of controlling a colony or a defeated nation? Could one society control another without censorship? How does censorship compare with other forms of control? Explain.

- Are the recorded history and literature of a culture important to its survival? Explain.

- How does Pisudski's account compare with your group's decision on how to react to Russification in Poland (Worksheet A-8)? Has his account changed your thinking? Why, or why not? Explain.

- At this point, what major impressions do you have concerning imperialism in the nineteenth century? Is it fair to judge imperialism only from the point of view of the mother country? Of the people who are colonized? Explain.

Subtheme B *The British in India*

SUBTHEME B: *BRITAIN GAINED CONTROL OF INDIA BY DIVIDE-AND-CONQUER TACTICS*

LEARNING ACTIVITY

RATIONALE

Nineteenth century imperialism in India took the form of both direct British rule (colonization) and indirect rule (protectorates). Britain was able to extend its control over India with relative ease. Following the death of the last strong Mogul emperor in 1707, India was divided into many independent, warring feudal states. These small political units were separated by geography, language, and religion. The British, once their French rivals were out of the way, played one rajah (prince) off against another--dividing and conquering India, the "glittering prize" (Nehru).

This Learning Activity will allow students to appreciate the divide-and-conquer tactic as historically significant. Students will also have the opportunity to respond to arguments for and against British imperialism in India.

PERFORMANCE OBJECTIVES

Students will be able to:

- Identify political, social, and geographic factors that made India vulnerable to British imperialism.
- Explain how the British used these factors to conquer India.
- Analyze the impact of imperialism on the British living in India.
- Explain the causes of the Sepoy Mutiny.
- Evaluate the cultural, social, economic, and political effects on Indians during their contact with British imperialism.
- Formulate arguments supporting and opposing British imperialism in India.

STRATEGY 1

The British East India Company, a trading company, was able to take control of most of India by the mid-nineteenth century. Various factors, internal to India, allowed for this takeover.

- Distribute Worksheet B-1, "Indian Divisions." Ask the following questions:

  - What story does each of these three maps tell about India?

  - How do you think the varied geography of India (rivers, mountains, hills, plateaus, deserts) affected its chances for political unity? Explain.

  - Do you think that having many languages encouraged or discouraged political unity in India? Explain.

  - Do you think that religious differences like those shown on Map C would encourage or discourage political unity in a country? Explain.

- How do Maps A and B help explain Map C (independent states in India at the very start of the British conquest)? Explain.

- Do you imagine that the differences shown on these three maps helped or hindered imperialism in India? Explain.

- Many people consider the United States a very diverse (culturally mixed) society. In what ways are we a diverse people? Could our diversity make us vulnerable to imperialism? Under what circumstances? Explain.

STRATEGY 2

Caesar was able to "divide and conquer" Gaul, building a Roman empire that was to have a tremendous global impact. The British East India Company--an organization of traders--used this same tactic to take over most of India by the middle of the eighteenth century.

. Distribute Worksheet B-2, "Divide and Rule." Have students read and complete the exercises. Review their responses and then have them answer the following questions:

- According to Nehru, how were the British able to conquer India?

- What other factors discouraged a united Indian resistance, even in the face of the British threat? (Recall Worksheet B-1.)

- Why do you think many Indians sided with the British against other Indian people? Explain.

- The method used by the British in India has been called "divide and rule." Why?

- What other historical examples of "divide and rule" can you think of? (Europeans and the African slave trade, European settlers and American Indians, Caesar and the conquest of Gaul)

- If you were an Indian leader in this period, could you have devised a plan to prevent the British from taking over India? Explain.

STRATEGY 3

In the early years of British East India Company policy, India's manufactured goods were carried to England where they became very popular. Cultural diffusion was then truly a two-way street. When certain British businesses, however, complained loudly that the importation of these Indian-made goods was ruining them, the British government came to their aid by imposing protective tariffs. Later, only raw materials were imported from India to England, where they were made into finished goods in English factories and then sold back to the Indians. The economic relationship typical of nineteenth century imperialism was thus set up.

. Distribute Worksheet B-3, "Fashion Change Dictates Government Action." Have students read it and then ask the following questions:

- For what fabrics were the Indians noted since the time of ancient Greece?

- Why do you suppose Indian fabrics became so popular in seventeenth century England? What advantages did Indian fabrics have over the wools that the English had used for clothing?

- How was the British wool industry affected by the early East India Company trade? Explain.

- If you were a British government official who sympathized with the wool industry, what steps would you have urged, to save the businesses of your wool manufacturers? Rank the following possible steps in the order in which you would demand them. Use number 1 for your first choice; 3 for your last. Be prepared to explain and defend your priorities.

  ___ Pass a law that would place a high tax (tariff) on imported Indian fabric.

  ___ Stop all importation of Indian cotton fabric into England.

  ___ Pass a law prohibiting the manufacture of woolen cloth. Then pressure wool manufacturers to buy inexpensive raw cotton fibers from India, and convert their factories from the manufacture of wool to cotton fabric.

- How did the English government actually deal with the outcry from wool manufacturers when Indian fabric became so popular?

- How important is it for a government to protect or aid business in its own country? Explain.

. Have students complete the exercises on Worksheet B-3. Review their responses. Conclude by having students explain their answers to the following question:

- Did the British government use the best method to protect its own industries and businesses? Explain.

STRATEGY 4

Indian industries collapsed when Indian manufactured goods were kept out of Britain by law, while British goods were allowed to enter India duty-free. As a result, large numbers of Indian weavers and other artisans were put out of work.

. Distribute Worksheet B-4, "An Indian Weaver." (If useful, have students refer also to Worksheet B-3, "Fashion Change Dictates Government Action.") Ask them to study the picture and explain their answers to the following questions:

- What does this picture suggest about life in India under the British East India Company? Explain.

- How does this Indian weaver make his living? To whom will he probably sell?

- How will late eighteenth century English government policies [Worksheet B-3] eventually affect him and his village? Explain.

- If you were this Indian, how would you react in the face of these new policies? Explain.

- By the late eighteenth century, British factories were making cloth on power looms faster than India's hand looms. The British government was making laws that overwhelmed India's cloth manufacturers. Does a society with a more advanced technology have the right to control the economy of a less technological people? Is this kind of situation avoidable? Explain.

- Despite the crisis for India's weavers, do you think India eventually benefited from contact with a technologically advanced England? Why, or why not? Explain.

. Have students complete the writing exercise on Worksheet B-4. They might then exchange papers and discuss their responses.

STRATEGY 5

Why did Europeans leave their own countries to live in lands so distant and alien? A historian might use many methods and tools to find the answer to this question. One source of information available to the historian is a number of inventories compiled when Europeans died in India. Their personal effects were carefully listed and often auctioned. These lists tell us much about the colonial emigrants and about their motives for leaving England and going to India.

. Distribute Worksheet B-5, "Personal Effects of British Residents in India." Have students read and complete the exercise. Then have them explain their answers to the following questions:

- What kinds of entertainment or amusement do you think Europeans enjoyed while in India? Which specific items in the inventories lead you to this conclusion? Explain.

- Do you think that Europeans living in India enjoyed an economically high standard of living, a modest one, or a poor one? Explain.

- From the items listed, do you think Major Kilpatrick adopted an Indian way of life while in that country, or kept a British lifestyle? Should foreign-born people give up their own customs and adopt the native lifestyle of people where they decide to live? Why, or why not? Explain.

- If a native Indian walked into the home of Major Kilpatrick, how do you think he would react to the Major's lifestyle? Explain.

- Kilpatrick was a Major in the British army. What effect do you think the rank of an officer or a civilian administrator had on his personal lifestyle? Explain.

- Why do you think Europeans in the eighteenth century left their own countries to live in distant and alien lands? Explain.

STRATEGY 6

The British East India Company ruled most of India from 1757 to 1858. During this time Indian resentment against the British increased. In May 1857 the first rebellion against British rule took place when sepoys, Indian soldiers in the British army, rose up and killed British men, women, and children. The sepoys' mutiny was an eruption of over a century's built-up frustrations on the part of the Indians.

. Distribute Worksheet B-6, "Sepoys' Decision." Have students complete the exercise on the worksheet and then answer the following questions:

  - If you were a sepoy faced with these choices, what results would you foresee from taking each of these courses of action? In each case, what would be the effect on you? On other Indians? On the British? Explain.

  - Can you think of any other action alternatives for the Hindu and the Moslem sepoys? Explain.

. Distribute Worksheet B-7, "Global Times--Sepoys Mutiny." Have students examine the story, and then explain their answers to the following questions:

  - How did your decision as a sepoy compare with what actually happened?

  - Do you agree with the action taken by the sepoys? Explain.

  - Why did Indian sepoys feel that their caste was being "stolen" from them? Explain.

  - Do you think the sepoys' mutiny was the result of the single incident over the cartridge grease? Do violent uprisings usually come from the first disagreement between two societies? Explain.

  - Do you think the sepoys were justified in using violence to achieve their goals? Do you think violence is an effective or useful way to bring about change in policies of which you disapprove? Explain.

  - Is the Sepoy Mutiny a good example of resistance to cultural diffusion? Can you give any examples of resistance to cultural diffusion in today's world? (For example, Iran's resistance to Western ideas and technology)

STRATEGY 7

There were atrocities on both sides during the Sepoy Rebellion of 1857. The sepoys massacred soldiers and civilians alike. In turn, the British, as a warning to the Indians that armed rebellion was futile, staged brutal public executions of the captured sepoys.

. Distribute Worksheet B-8, "Global Times--Editorial Page." Have students examine the pictures and captions and then explain their answers to the following questions:

  - What is the action occurring in each picture? From whose point of view--Britain's or India's-- was each drawing probably made? Explain.

- How justified were the sepoys in attacking British women and children? Could the woman in this picture sympathize with the sepoys' point of view? As this woman, what would you have done? Explain.

- How did the British deal with the captured sepoys? Did they have to choose such a brutal punishment? Explain.

- It has been said that "all's fair in love and war." Do you agree? Why, or why not? Explain.

- Based on these two pictures, what do you conclude about British and Indian behavior during the Sepoy Rebellion? Was one side's behavior any worse than the other's? Explain.

. Have students use the "Editorial" space on Worksheet B-8 to write their opinion of British and Indian behavior during the Sepoy Rebellion.

STRATEGY 8

The impact of imperialism on the colonized was profound. Indians, caught between traditional ways and rapidly advancing Western ways, were forced to make adjustments.

. Distribute Worksheet B-9, "Case Study: Govind S. Sardesai." Have students read the selection and complete the exercise below it. Then ask the following questions:

- What traditional Indian ways did Sardesai learn as a child?

- What modern Western ways was Sardesai exposed to, as a result of an English education?

- Why do you suppose the Maharaja's brother cut off Sardesai's hair on this first trip to Europe? Explain.

- Should Sardesai have allowed this? Would you have allowed it? Explain.

- Why did Sardesai's father make him go through a purification ceremony when he returned from his first trip to Europe? If you were Sardesai, would you have refused to do it? Explain.

- Sardesai states that he did not go through this purification ceremony after his other trips. Do you think this was a sign that Sardesai's own values were changing? Explain.

- Do you suppose Sardesai felt any inner conflict about rejecting a Hindu custom? How do you think his family felt about his decision? Explain. How would you have felt in his situation?

- How does this case study illustrate the problems a person can experience when living in a time of cultural diffusion (the mix and conflict of two or more cultures)? What are the best guidelines for coping at such a time? Explain.

- Which was better for India's people: modern Western ways or traditional Indian culture? Is it possible to make such a judgement? Does the case of Sardesai influence your thinking about the question? Explain.

STRATEGY 9

Mohandas Gandhi, in the 1920s, was to play a leading role in the Indian struggle for independence. Like many nationalists, his perception of British imperialism was heightened by having been educated in England. His autobiography is another illustration of the values conflict that resulted when British and Indian cultures competed for an individual's commitment.

. Distribute Worksheet B-10, "A Clash of Values." Have students read the quotations and then ask the following questions:

  - How did Gandhi react to being made an outcaste? Do you think his feelings were unique, or typical of Indian Hindus who first traveled to England? Explain.

  - In what ways did Gandhi experience culture shock on the the ship to England? If you were in his position, would you have felt or acted as he did?

  - How do you think the other passengers on the ship and the people he first met in England reacted to Gandhi? Explain.

  - Were Gandhi's strong reactions to his new surroundings unusual? How might immigrants help themselves in a country whose people have a different culture? Explain.

. Suggest that students develop a point-for-point list of Indian customs or values, as suggested by Gandhi's statements. If useful, show them the following model.

INDIAN VALUES AND CUSTOMS	CONFLICTING ENGLISH VALUES AND CUSTOMS
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

  - If you were Gandhi, how might your views about your native country have changed on your return from England? Explain.

. Have students examine Gandhi's picture and statement on Worksheet B-9. Ask them to explain their answers to the following questions:

  - How would you explain Gandhi's statement?

- From the evidence in this picture and from Gandhi's statement, what values conflict did he face in his later years? How did he deal with it? How did his decision compare with the decision that first sent him to England? Explain.

- Do you agree with the proposal he makes in his last statement? Why, or why not? Explain.

STRATEGY 10

The Sepoy Mutiny gave the British government, which had been gradually reducing the power of its East India Company, an excuse to send in more troops to put down the rebellion, and to take over control of India. India became and remained part of the British Empire until 1947.

- Distribute Worksheet B-11, "Indians Speak Out." Instruct students to silently read the defense as well as the criticism of British rule. Ask the following questions:

- What does W.C. Bonnerji say in defense of British rule?

- How would Bal Gangadhar Tilak answer Bonnerji's arguments? Explain.

- How can you explain the fact that Indians differed among themselves about British rule?

- In your view, is either of these writers biased? Explain.

- Which author presents the strongest argument about the value of British rule? Explain.

- What additional evidence would you need to judge imperialism in India?

. Instruct the class to assume they are Indian students in the year 1900. Each student is to write a letter to the editor of the Global Times defending or criticizing British rule in India. Each letter should:

- Use some of the arguments suggested in the two reading selections.

- Include specific positive or negative effects of British rule on India and on the Indian people.

- Explain why the writer (as an Indian student in 1900) is for or against British rule in India, giving two reasons in support of that view.

. Afterward, several of these letters might be read aloud to the class. Ask students:

- Which arguments seem to be the strongest--those for or against British rule? Explain.

STRATEGY 11

Rabindranath Tagore was a poet and a nationalist. When independence was finally achieved in 1947, one of Tagore's compositions was adopted as the Indian National Anthem.

. Distribute Worksheet B-12, "A Great Poet." Choose a student to read aloud "God Slumbers Not." Ask the following questions:

- Whom is Tagore addressing? Who are "they"?

- What do you think is the main idea of this poem? Explain.

- How do you explain the symbolism in the following images?

  -- "The tighter the knot"
  -- "The louder they growl"
  -- "The fiercer they strike on the waters"
  -- "The more heartless the strokes"

- What does the title of the poem tell you about religious beliefs in India?

- How effective is poetry as a form of protest? Is it as effective as an essay? A speech? A song? A picture or a painting? Explain.

STRATEGY 12

One of the most challenging (and distressing) tasks facing the student of history is to attempt to explain conflicting accounts of the same event. So it is with British imperialism in India.

. Distribute Worksheet B-13, "Who has the Facts?" Have students read it and then explain their answers to the following questions:

- According to the British scholar, what benefits did British rule bring to India? Explain. Which of these benefits do you consider the most important? Why?

- The British scholar states that India's export trade increased as a result of British rule. What was being exported? Was this "increase" good for India?

- What does Nehru's criticism of British rule focus on? How might Nehru have answered this scholar's comments about "standards of humanity" that India did not meet? Explain.

- Which author is most convincing? How do you judge? Explain. How could a person today prove or disprove the arguments made by these authors? Explain.

. Have students complete the exercise on Worksheet B-13. Ask them to decide whether it is possible that both authors might be telling a part of the same truth about the impact of British rule on India's economy.

STRATEGY 13

Women, too, were active in the protest against British imperialism in India. For example, Annie Besant's anti-imperialist activities were later to inspire Mohandas Gandhi.

. Distribute Worksheet B-14, "A British Woman Speaks Out." Have students read it and then explain their answers to the following questions:

- What specific actions did Annie Besant take against British imperialism in India? List them.

- What does Besant mean when she says that Indians were "aliens in their own land"? Do you agree? Explain.

- According to Besant, why weren't the Indians treated as equals by the British? Was Besant heroic for speaking out on the topic of color prejudice? Or was she a foolish idealist? Explain.

- How do you think Annie Besant's remarks were received by other English men and women of India? Explain.

- Can you think of other examples from history, where individuals protested against public policy or popular ideas? Explain.

- Can you imagine yourself speaking out because you believed in something different from current ideas or customs?

- As opposed to taking violent action, how effective is Besant's method for bringing about change? Explain.

STRATEGY 14

In 1947, the efforts of a gentle, spiritual man finally culminated in Indian independence. That man, a friend of Annie Besant, was Monahdas Gandhi. Believing that nonviolent resistance to British rule was the way to win independence, Gandhi was jailed often for his activities. His nonviolent demonstration in 1925 against the British-imposed Salt Tax and his subsequent arrest and trial provide an opportunity to evaluate nonviolent civil disobedience.

. Distribute Worksheet B-15, "Gandhi and Nonviolence." Have students read Selection 1 and explain their answers to the following questions:

- What does this selection tell us about the culture from which Gandhi's values came? How did Indians view the role of economic activity? Explain.

- Do you see any benefits for our own times in Gandhi's beliefs? Explain.

- How did Gandhi's values compare with those of India's British rulers? Explain.

. Have Students read Selection 2, an account of the Salt Tax demonstration. Ask them to explain their answers to the following questions:

- Nonviolent civil disobedience (or passive resistance) was used by Gandhi and his followers to end British rule. Describe this approach. Why do you think Gandhi favored nonviolent resistance? Explain.

- Why do you think Gandhi and his followers chose the British Salt Tax as the target of their resistance? Explain.

- Why wouldn't the Indian leaders of the march allow Gandhi's followers to become violent, even after repeated police beatings? Do you agree with their decisions? Explain.

- How do you think the British felt about the Salt Tax demonstration? Explain.

- If you had been an Indian in the 1920s, would you have been a follower of Gandhi? Explain.

- Gandhi and his followers were willing to go to jail to achieve their goals. They were willing to pay the price imposed by the law on those who break it. Should a person who takes part in an act of civil disobedience always be willing to pay that price? Explain.

. Suggest that students role play a trial based on Gandhi's arrest. Tell them that their classroom has become a British courtroom in New Delhi, India. The year is 1925. Mohandas Gandhi has been arrested for leading Indian people to violate the Salt Tax Law. Students are to prepare roles and act them out with historical accuracy. Emphasize that all arguments and statements should be made in the light of what they know to have happened.

Students should be chosen for the following roles and then given time to prepare their parts:

-- Mohandas K. Gandhi
-- Judge
-- Counsel for the prosecution
-- Counsel for the defense
-- Bailiff
-- Recorder
-- Witnesses for Gandhi (e.g., one of the demonstrators or Bal Gangadhar Tilak--see Worksheet B-11)
-- Witnesses for the British government (e.g., a British police commander or the British Governor of India)

Students not taking a specific part will serve as the jury. Instruct them that their job is to find the defendant guilty or not guilty only on the basis of the evidence presented.

. At the conclusion of the trial, the class should analyze their roleplay. Have students explain their answers to the following questions:

- How realistic do you think your portrayal of Gandhi's trial was? Did the Counsels use evidence from recorded history? Did their arguments and the testimony of witnesses capture the ideas held by Gandhi and by those he opposed? Explain.

- In the long run, what role do you think Gandhi's methods played in freeing India from British rule? Do you think he persuaded any British men and women to accept his point of view? Why, or why not? Explain.

- Dr. Martin Luther King, Jr. adopted Gandhi's approach in the 1960s in an effort to win equal rights for American blacks. Have Gandhi's methods worked in the United States? Why, or why not? Explain.

STRATEGY 15

Cultural diffusion was indeed a product of British imperialism in India.

. Distribute Worksheet B-16, "Rating British Contributions." Have students complete the exercise and then review it by asking a few students to defend their ratings.

STRATEGY 16

The writings generated by debate over the value of Britain's role in India cover a wide range of personal and social values.

. After reading the various arguments defending and condemning British imperialism in India (Worksheets B-10 to B-15), students can begin to summarize their ideas with the following listening and debating game.

. Divide the class into two equal teams--one team defending British imperialism; the other, opposing it. The first speaker makes one statement defending British imperialism in India. The next speaker (from the other team) must repeat the first student's statement and then make one statement opposing the view presented. This procedure continues with a student from each team repeating the last statement and then presenting a new argument that refutes it. If a student cannot repeat the preceding argument or cannot present an opposing statement, he or she says "pass" and is out of the game. The team with the most students still in the game after all students have been called upon, wins the game.

STRATEGY 17

This strategy affords students another opportunity to evaluate British rule over India. The emphasis here is on the development of outlining and writing skills.

. Distribute Worksheet B-17, "Reading and Writing Exercises on Imperialism in India." Let students work on the outline in groups of up to four members each. Review the outline with them. Then have students use their outlined "Balance Sheet" to complete the letter-writing exercise. If time permits, letters might be exchanged between matching "senders" and "receivers," with a few correspondents reading their mail aloud to the rest of the class.

. As a variation on the preceding exercise, some students might like to list advantages and disadvantages experienced by the British during their imperialism over India. These students could list economic, social, and political gains and losses under two columns with the headings: HOW THE BRITISH GAINED BENEFITS FROM INDIA, and HOW THE BRITISH WERE HURT IN INDIA.

Subtheme C *Spheres of Influence in China*

SUBTHEME C: *IMPERIALISM IN CHINA TOOK SEVERAL FORMS, AMONG WHICH THE POLICY OF SPHERES OF INFLUENCE WAS THE MOST WIDESPREAD*

LEARNING ACTIVITY

RATIONALE

Imperialism in China took a form that was very different from imperialism in other parts of the world. Westerners never set up permanent colonies in China, as they did in India and Africa. Instead, they established spheres of influence. That is, individual nations secured exclusive economic privileges in different parts of China, enabling them, as Sun Yat-sen pointed out, to get most of the benefits of colonial rule without many of its responsibilities. For example, when the British colonized India they established schools, railroads, and governments. China did not benefit from imperialism in these ways.

Both internal and external factors accounted for this difference. China's vast size, varied geography, and huge, relatively homogeneous population discouraged outright annexation. The fact that China had for centuries been a politically centralized state, and continued to be so until 1911, discouraged colonization. (Divide-and-rule was not a useful tactic in China.) Also, the very rivalry that existed among the imperialist powers themselves limited the amount of actual colonization that could take place here. China's experience of imperialism was essentially economic.

This peculiar kind of contact between Chinese and Western civilizations produced various reactions on the part of the Chinese people. The Taiping Movement, the Boxer Rebellion, and the program of Dr. Sun Yat-sen represent a range of Chinese responses to the problems brought about by their nineteenth century cultural contact with the West.

PERFORMANCE OBJECTIVES:

Students will be able to:

- Describe the attitude of the Manchus toward the West in the eighteenth century.
- Explain how European nations gained spheres of influence in China.
- Analyze reasons why Western powers established spheres of influence rather than colonies in China.
- Explain the unequal relationship between China and the West set up by treaty after the Opium Wars.
- Evaluate the various Chinese reactions to Western imperialism.
- Assess the leadership qualities of the Chinese Empress Dowager.

STRATEGY 1

In the seventeenth century, the Chinese--believing their country to be the Celestial Empire and the rest of the world to be barbarian--closed their doors (ports) to all foreigners, save for a few Western merchants who were allowed to trade in the port of Canton. In the eighteenth century, the Emperor's decision to continue this policy had a profound effect on China's future.

. Distribute Worksheet C-1, "The Emperor's Choices." Have students read the introduction and complete the Decision Chart. Review student responses. Then ask students the following questions:

- What would be the most appropriate reply to the British request? Could the Chinese in 1793 have learned anything from India about the effects of imperialism? If so, how might this information have influenced their decision? Explain.

- What does the Chinese drawing of a British sailor tell about China's feelings toward foreigners? Were the Chinese smart, or prejudiced? Explain.

. Distribute Worksheet C-2, "The Emperor's Decision." Have students read the reply of the Emperor to King George's letter and then ask them to explain their answers to the following questions:

- How, actually, did the Chinese Emperor answer the English King's request? What was his decision? How did he explain it? How did your decision (Worksheet C-1) compare with the Emperor's?

- What does this letter tell us about the way the Chinese viewed themselves? The Europeans? Explain.

- Do you think the Emperor's decision was wise? Do you need other information about China in the eighteenth century to evaluate the Emperor's decision? Explain.

- If you were King George III of England, how would you have reacted to this letter from the Emperor? How would you have felt? Would you have continued to seek trade with China? Why, or why not? Explain.

. Have students complete the letter-writing exercise on Worksheet C-2. Students might then exchange their letters and compare interpretations.

STRATEGY 2

The British did not like the continuance of Chinese restrictions and the unequal treatment given to British merchants, but they still wanted the products of China. The Chinese, however, did not want to buy European products until the British offered to sell them the habit-forming drug, opium. The secret sale of opium to some Chinese merchants led to the reluctant opening of China's doors to Western trade in the nineteenth century.

. Distribute Worksheet C-3, "Lin's Command," and have students explain their answers to the following questions:

- Why do you suppose the British began to smuggle opium into China? Explain.

- Why was the Chinese government against the opium trade? What damage could come to China from the opium trade? Explain.

- How do you feel about a country that encourages drug use among people of another country?

- How justified was the Chinese threat of death to the Europeans in this case? Explain.

- Is it ever justified to sell goods to people if those goods might harm them? Explain. Should a government make it lawful for people to take any drugs they wish? Explain.

- Do you think that the European merchants obeyed the Chinese order? Why, or why not? Explain.

. As a follow-up exercise, have students role play and then discuss the following situations:

- A Chinese parent whose son is addicted to opium confronts a European merchant at the dock in Canton.

- Commissioner Lin meets with the King of England at Buckingham Palace.

- A European merchant is given an audience with the Chinese Emperor.

STRATEGY 3

In 1840, the Industrial Revolution in England was in high gear, making the British unwilling to accept the trade regulations imposed by the Chinese. War broke out between the two nations when many British merchants refused to obey the Chinese law forbidding the sale of opium. The British had military superiority, and China lost the Opium Wars.

. Distribute Worksheet C-4, "Two Treaties." Have students read the treaty excerpts and complete the exercises on the worksheet. Review their responses and then have students explain their answers to the following questions:

- How would you describe these treaties?

- As the Chinese representative, would you have signed them? Would you have wanted to sign them? What could the British have done if you didn't sign?

- These treaties are often called the "unequal treaties." Why?

- How do you think the Chinese people felt about Europeans after being forced to sign these treaties? Explain.

- In the eighteenth century, Chinese emperors treated Europeans as inferiors. In the nineteenth century, the West treated China as inferior. How do the treaties show this change? Can you explain why people from one culture treat people from another culture as inferior? Explain.

- Did the British have any right to force the Chinese to trade on British terms? Explain. Some countries would admire the British for conducting foreign policy like this. Do you? Explain.

- Do you think the Manchu emperors could have stamped out the opium trade and prevented the resulting unequal treaties? Explain.

- Recently, the French designer Yves Saint Laurent used Chinese models to market a very expensive perfume which he called "Opium." Chinese people protested the name of the perfume. Why do you think they objected to calling the perfume "Opium"? Were they right to protest? Explain.

STRATEGY 4

Western nations did not annex and colonize China. Rather, each power established a sphere of influence, an economic monopoly, in a particular area of China. Students can analyze the reasons for establishing spheres of influence by role playing the decision-making process that led to this policy. Use the procedure that follows.

. Without telling students the outcome, distribute Worksheet C-5, "Fact Sheet on China--1880." Divide the class into five groups, with each group taking the role of the leaders of either Britain, France, Russia, Germany, or Japan.

. Tell students that it is the year 1880--forty years after the first Opium War--and they must decide their country's policy toward China. Each of their nations is well on its way to industrialization. Each of their countries is anxious to trade with China. Each country would like to control and develop China's resources, her valuable minerals, and fertile farmland. They have three choices listed on the Decision Chart on the worksheet. Each group of imperialist leaders is to study the Fact Sheet, and then, after filling in the Decision Chart, they will decide among the three options.

. Debrief the roleplay by having students explain their answers to the following questions:

  - What option did your "nation" choose? Why?

  - How realistic was this problem? How realistic was the way your group went about finding a solution? Did you review other Worksheets on China, or a map? Did you have to reach a compromise within the group?

. At this point tell students that imperialist nations took spheres of influence in China rather than colonies. Discuss the following questions:

  - How might China's geography, size, and population help explain the fact that almost no colonization took place? Explain.

  - How do China's history and government help to account for the form imperialism took in China? Explain.

  - Your roleplay showed that Western powers were in strong competition for the Chinese trade. How might this rivalry have limited the amount of actual annexation that could take place? Explain.

  - Would you expect more cultural diffusion to take place in a colonized country, like India, or in a land divided into spheres of influence, like China? Explain.

STRATEGY 5

The British were the first imperialists to carve out a sphere of influence in China, but others soon followed.

. Distribute Worksheet C-6, the cartoon entitled "Slicing the China Cake." Have students answer the questions below the cartoon. Review their responses and then have students explain their answers to the following questions:

  - How does the cartoon symbolize imperialism in China and the competition that existed for its trade?

  - How do you feel toward the "people" in this cartoon? How do you think nineteenth century Chinese felt toward them? Explain.

  - Could this kind of imperialism occur in the world today? Explain your answer.

  - What does the cartoonist suggest as the reason why Uncle Sam didn't try to get his piece of China? Do you think this interpretation is fair? Explain.

. Have students write and fill in a caption for the cartoon, using Uncle Sam as the speaker.

STRATEGY 6

. Distribute Worksheet C-7, "Title: _____." Have students interpret the cartoon and complete the worksheet. Then have students explain their answers to the following questions:

  - Why did the cartoonist use a train to symbolize Western imperialism in China?

  - Why didn't he use another train to represent China?

  - What is the cartoonist saying about the meeting between East and West in China? Do you agree with this viewpoint? Why, or why not? Explain.

STRATEGY 7

The unequal role China held in her relationship with the West created problems that were acutely felt by the majority of Chinese men and women.

. Distribute Worksheet C-8, "From Cheng Kuan-ying's Diary." Have students read and complete the exercise on the worksheet. Review their responses, and then have them explain their answers to the following questions:

  - What does this diary entry tell us about the attitudes that developed between the Westerners and the Chinese during the nineteenth century? How would you account for the attitude of Westerners toward the Chinese? Did their power justify Westerners' attitude of superiority? Explain.

- From what you have learned so far, what kind of relations do you predict between the Chinese and the Western nations holding spheres of influence in China? Explain.

. Have students role play the following situations. Follow with a discussion of the rights and responsibilities involved in each case, and with attention to students' feelings about each case.

  - A Russian stagecoach has just run into a Chinese man. The driver sees that the man's leg is hurt.

  - A Chinese sailor working on a German ship asks the captain for higher wages.

  - A Chinese merchant meets a French merchant to whom he owes money.

STRATEGY 8

The Chinese eventually reacted to Western imperialism in a number of very different ways. The Taiping Rebellion, the Boxer Rebellion, and the program of Dr. Sun Yat-sen represent a range of reactions.

. Distribute Worksheet C-9, "Chinese Reactions to Western Imperialism." Have students read it, and complete the exercise on the worksheet. Then have them explain their answers to the following questions:

  - What types of changes were the Taipings trying to introduce in China? Why did the Taipings want these changes? Explain.

  - Should the Chinese have followed the Taipings' program? Explain.

  - Do you agree with the Boxers' proposals for China? Why or why not?

  - Why do you suppose the Boxers gained the support of many Chinese? Explain.

  - How would you expect the Western powers to have reacted to the Boxers? What action do you think the foreign powers took when the Boxers rebelled? (An international army of Japanese, European, and American soldiers surpressed the rebellion.)

  - What changes did Sun Yat-sen promise the Chinese?

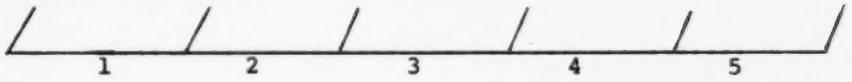
  - Would such changes be easy or difficult for China to achieve? Explain.

  - What Western influences can you find in the "Three People's Principles"?

  - The Western democracies refused to help Sun Yat-sen establish his program in China in the 1920s. Why do you suppose they wouldn't help him? Do you think they did the right thing? Explain.

. Have the class interview a student playing the role of Dr. Sun Yat-sen. Ask students to prepare three questions they would ask this Chinese leader.

. Draw the following continuum on the chalkboard:



China's Rejection of the West (Isolation)

Plans for China's Westernization (Acculturation)

. After insuring that students understand the use of a continuum to show differences in degree, ask them to place each of the three Chinese "reactions" on the continuum. Class consensus on the relative positions of the three reactions should not be difficult to achieve. Exact placement is not important here.

. In summary, have students explain their answers to the following questions:

- Which of these three possible programs should the Chinese have taken at the end of the nineteenth and the beginning of the twentieth centuries? Explain.

- Which of the three programs appears to be the most practical and workable? Explain.

STRATEGY 9

At the time of the Boxer uprising, a woman sat on the throne of Imperial China, ruling as co-regent with her son. This woman's decision to support the Boxers led to the bloody suppression of the rebels by the Western powers.

. Distribute Worksheet C-10, "The Empress Dowager." Have students read it and complete the exercise on the Worksheet. Review their responses. Ask:

- Can a ruler be selfish and at the same time show great leadership skills? Or is that a contradiction? Was the Empress Dowager a great leader? Why, or why not? Explain.

. Distribute Worksheet C-11, "The Empress on TV." This imaginary report is based on a conversation between the Empress and her lady-in-waiting. Have students dramatize the interview by taking the roles of Suzanne Simon and the Empress. Then have them explain their answers to the following questions:

- How does the Empress explain her support of the Boxers? Do you believe her explanation? Why, or why not? Explain.

- Do you admire the Empress for trying to defend her country from a "barbarian" Western influence? Or do you consider her stubborn and foolish? Explain.

- Many historians think that the Empress Dowager's pro-Boxer policy was "suicidal" for China. Do you agree? Explain.

- Is it possible that a different ruler on the Manchu throne might have saved China from both the Boxers and Western imperialists? Or was the collapse of the Manchu era unavoidable at this time? Explain.

STRATEGY 10

In the early part of the twentieth century, a number of Chinese began to travel out of their native country. Their experiences changed some Chinese into advocates of Westernization.

. Distribute Worksheet C-12, "Rickshaw Meets Car." Have students read it and then explain their answers to the following questions:

  - Why do you suppose rickshaws and coolies were once used in China?

  - Why, probably, were rickshaws not permitted in the modern part of Harbin? Explain.

  - If you were a Chinese rickshaw coolie in 1926, would you have agreed with the scholar who visited Harbin? Write your response in a paragraph.

  - Why did the Chinese scholar view Harbin as a place to see the "border line between Eastern and Western civilizations"?

  - Why does the writer praise Hargreaves, Cartwright, Watt, Fulton, Ford, etc.?

  - How does this Chinese scholar appear to feel about Eastern civilization? Western civilization? On what does he base his judgments? Explain.

  - Do you agree with this writer's evaluation of Eastern and Western civilizations? Why, or why not? Explain.

STRATEGY 11

. As a summary activity, distribute Worksheet C-13, "Order the Events," and have students complete the two exercises.

. Review the sequence of events and have a few students write the effects of these events on the chalkboard.

. Have students share their paragraphs with the class. Ask them:

  - How might you have changed your report if you were writing it as a reporter from a Western nation? Explain.

STRATEGY 12

. High school students often like to imagine themselves in a college setting. Have students imagine themselves in a college course entitled "Imperialism in China." The professor has asked them to state whether they agree or disagree with each of the following quotations, explaining their opinions in terms of China and the West. (A response to one of the quotations might require additional research.)

Quotation 1

"When an energetic and bold society meets a very complex but unchanging culture, conflict must occur."

Quotation 2

"If China had had strong leadership, it would have been impossible for the imperialists to have carved her up."

Quotation 3

"The impact of Western imperialism is still felt in China today."

- Suggest that two students volunteer to role play a conversation in the early 1900s, between an Indian man and a Chinese woman traveling to Britain. Have them discuss the effects of imperialism on their nations. Are their accounts alike? Totally different? What are their hopes for the future?

- Have other students comment on this roleplay, adding any points they consider significant.

STRATEGY 13

- Distribute Worksheet C-14, "Letter Maze on Imperialism in China." Have students fill in the blank spaces and then find the terms in the letter maze.

Subtheme D *Imperialism in Africa*

SUBTHEME D: *LACK OF POLITICAL COHESION OPENED AFRICA TO IMPERIALISM*

LEARNING ACTIVITY

RATIONALE

The causes of European imperialism in Africa must be considered from two perspectives. In Africa, a lack of political cohesion opened the continent to imperialism. In Europe, rivalries among the major imperialist powers led to a scramble for the African prize. That scramble, and the agreements of the Berlin Conference (1884-85), resulted in European rule over almost all of Africa by 1914.

The impact of the partition of Africa can be viewed in terms of its political, social, and economic effects on Africa and Africans. Many of these effects--for example, the Europeans' tendency to include very diverse tribal groups in single colonial units--still cause problems for African nations today.

PERFORMANCE OBJECTIVES

Students will be able to:

- Compare a map of precolonial Africa with a map of colonial Africa.
- Identify European motives for imperialism in Africa.
- Analyze the relationship between the absence of political cohesion in Africa and European imperialism.
- Evaluate the effects of European imperialism on Africa and the Africans.
- State a hypothesis about tribal affiliations and the development of African nationalist movements.

STRATEGY 1

From approximately 1450 to 1850, European contact with Africa was mostly confined to posts along the African coast. Geography discouraged penetration into the African interior. European colonizaton of Africa was, therefore, a late development. The rapidity and frenzy of the process gave rise to the metaphor of a "scramble" for Africa.

- Distribute Worksheet D-1, "Precolonial and Colonial Africa." Have students examine the maps and explain their answers to the following questions:

  - What does the map of Africa in 1884 tell about the advance of European control at that time? Explain.

  - How does the map of Africa in 1910 compare with that of Africa in 1884? What probably caused the change that took place in those years?

  - Which two European nations gained the most territory in Africa by 1910? Which parts of the continent did each one take?

  - Which two African countries were independent in 1910? (Tell students that Morocco was a French colony by 1914.)

- European nations took pride in the amount of African land they were able to colonize. If you were a citizen of one of these European countries in 1910, would you have shared that pride? How do you inmagine the Africans felt in 1910? Explain.

- What important questions do these maps raise about the colonization of Africa? Explain. What hypotheses (educated guesses) occur to you in answer to your questions?

- How could your hypotheses be checked? Explain.

. As a research project--perhaps for outside work--assign students one or more of the following exercises based on Worksheet D-1.

1. Select a place in colonial Africa (e.g., Nigeria) and make an outline of the major changes it went through, from precolonial years to recent history.

2. Select a European country that colonized Africa, and list the territories it took over on that continent. Find one reason for that country's interest in Africa.

3. Select one of your hypotheses about the colonization of Africa, and check its accuracy in your textbook or an encyclopedia.

STRATEGY 2

In 1878, King Leopold of Belgium hired Henry M. Stanley, then the world's most famous African explorer, as his personal representative in Africa. Stanley's assignment was to acquire an empire for Leopold. Anticipating that this would be achieved, Leopold sent out at the same time a prospectus [a description of a forthcoming project] to Belgian businesspeople asking them to invest in railway construction in the Congo.

. Distribute Worksheet D-2, "Leopold's Prospectus," and have students explain their answers to the following questions:

- What was the study commission supposed to investigate?

- What did the prospectus offer to the subscribers and their friends?

- Recall what was happening in India, China, and Japan in the late nineteenth century. Why might Belgians want to invest their money in the underdeveloped Congo? How might investing in the Congo seem more attractive to a Belgian than a safer, more usual investment in his or her own country? Explain.

- What promises did King Leopold make to the investors through this prospectus ? What other attractions might he have offered them, in order to get them to invest their money? Explain.

- If you were a Belgian businessperson in the 1870s, would you have been persuaded by this prospectus? Explain.

- What types of preliminary construction would the Belgians have to provide in the Congo, to be able to build, run, and maintain their African railway?

- How would the lives of the Congolese be changed by the Belgian project? Do you think the Congolese would be better off, or worse off, after the Belgians arrived? Explain.

- Judging from this document, what do you think was the chief motive for Belgian imperialism? What motives for expansion might the King have had, that would be different from those of the investors? Explain.

. Have students research the raw materials found in the Congo, and rewrite Leopold's prospectus as a newspaper advertisement to attract investors to the Congo.

STRATEGY 3

Competition for markets and raw materials, together with the ambitions of newly unified European nations for a "place in the sun," led in 1884 to the Berlin Conference and the resulting partition of almost all of Africa.

. Distribute Worksheet D-3, a sociodrama entitled "Scramble in Berlin." Student volunteers can play the various roles and the rest of the class can underline words or phrases that suggest the motives of European nations. After the "performance," have students explain their answers to the following questions:

- Why did the European powers want control of Africa?

- Which of their motives for dividing Africa were economic? Political? Social? Explain.

. Have students chart the Europeans' motives in their notebooks, using the following form for their charts. Allow them to use their charts--and add to them--as they continue to study this topic.

European Motives in Africa		
Political	Economic	Social

- Do you feel that any of the motives expressed here justifies European partition of Africa? Explain.

- How reliable do you think this sociodrama is as a source of information? How does the information presented here compare with what you already know about nineteenth century imperialism? What other types of sources might you need, to check this information? Explain.

- After the Berlin Conference, could Africans have done anything to prevent the division of their continent? Explain.

- This drama reveals that Europeans paid little attention to tribal boundaries and loyalties when they divided the African continent among themselves. What problems do you suspect this inattention to tribal boundaries would present for colonial rulers (imperialists)? What problems would it present for Africans as the colonies were being set up? Explain.

- When Africa's people eventually freed themselves from European rule, what problems do you think these colonial boundaries caused them?

- Do you think twentieth century Africans are more loyal to their individual tribes or to their new nations? Explain.

- Should European nations today give monetary compensation to African nations for what European imperialists took or destroyed? Why, or why not?

. As a follow-up, distribute Worksheet D-4, "Reporting the News," and have students complete the writing exercise on the worksheet.

STRATEGY 4

When European nations met at Berlin in 1884, the African continent itself was made up of numerous political subdivisions. These "states" were often separated by culture, religion, and language. Their peoples' histories told the story of centuries-old rivalries among themselves, of wars, and conquests. For example, the West African lands that were to become part of the British Empire contained the major kingdoms of the Ashanti, Benin and Yoruba peoples, and rival Fulani emirates. This political setting, by hindering unified resistance, facilitated European imperialism in Africa.

. Distribute Worksheet D-5, "Divide and Conquer in Africa." Have students examine the map of important tribes, kingdoms, and then explain their answers to the following questions:

- What does this map tell about precolonial Africa in the nineteenth century? Explain.

- Do you think the presence of so many tribes would help or hinder European imperialism? Explain.

- Recall what you learned about the many independent states in India, at the start of British imperialism. Is it likely that there would have been a unified African opposition to European imperialism? Explain.

- In what ways was Africa similar to or different from India on the eve of European economic imperialism? Explain.

- How do you think Europeans persuaded African chiefs to part with their power and wealth?

. Ask students to read the treaty on the worksheet and to complete the chart. Review this exercise and then have students explain their answers to the following questions:

- Explain the title of this worksheet.

- Many chiefs signed this treaty. Why might they have done so? If you were an African chief, would you have signed the treaty? Explain.

- What did the Royal Niger Company agree to do for the Africans?

- What did the chiefs give the company when they signed this treaty?

- Who got the better part of the agreement, the company or the tribe? Explain. How might you change the contract to improve the terms? Could such a contract ever be fair?

- Was this type of imperialism less unfair to Africans than military conquest? Was it better than war, for the Europeans? Explain.

. After discussion, have students role play a discussion in which a representative of the Royal Niger Company tries to convince an African chief to sign the blank treaty.

STRATEGY 5

When the Europeans partitioned Africa, they created new political units out of diverse tribal groupings. European disregard of tribal boundaries had a tremendous political impact on Africa.

. Distribute Worksheet D-6, "With the Stroke of a Pen," and have students explain their answers to the questions on the worksheet.

. As a summary, have students role play the following situation:

> A Fulani Emir (Ruler) in the British colony of Nigeria calls for the unification of all peoples in Nigeria to overthrow the British and establish an independent, self-governing nation. Students might take the roles of Ibo, Edo, and Yoruba chiefs called to a meeting by the Fulani Emir. Guide roleplayers to reflect both their present situation (as tribes in a colony) and the future as they imagine or want it to be.

STRATEGY 6

Soon after the Berlin Conference, King Leopold II of Belgium proclaimed himself King of the Congo, deciding to rule that vast area as his personal property. Leopold made a fortune until news of atrocities committed against the Congolese forced him to turn his empire over to the Belgian government.

. Distribute Worksheet D-7, "An African Worker's Account," and have students complete the worksheet.

. Have students role play the interviews, with one student playing the part of the African, and another taking the role of Leopold. Several class members can then take turns as the interviewer, asking their prepared questions.

STRATEGY 7

In their effort to extract Africa's raw materials, nineteenth century Europeans frequently thought of African workers as units of production, responsible for meeting output quotas regardless of difficulty. The conflict fueled by such attitudes is demonstrated in the fictional account demonstrated in Worksheet D-8. It is based on the report of Sir Roger Casement, an Irish consular agent for the British, who investigated conditions in the Belgian Congo in the early 1900s.

. Distribute Worksheet D-8, "Meeting Production Quotas." Have students complete the exercise on the worksheet. Review the exercise and then have students explain their answers to the following questions:

  - What changes occurred in the latex output as new groups of workers were added to the Belgian rubber plantation?

  - How did the Belgians explain these changes? How did the African workers explain what happened?

  - Why did the larger work teams produce less and less extra latex per worker? Explain.

  - The Belgians said to the Africans, "You will soon find out how we deal with workers who refuse to work hard." What methods do you suppose they used? (Recall Worksheet D-7.)

  - To whom do you think the raw material (the latex) rightfully belonged: to the Belgians who organized the industries, or the Africans whose land it was? Explain.

  - How does this story reveal the Belgians' attitudes toward Africans? Explain.

STRATEGY 8

Christian missionaries, earnest in their desire to save souls of colonial peoples, were often surprised by the hostile reception that greeted them.

. Distribute Worksheet D-9, "The Coming of Christianity." Have students complete the exercises on the worksheet, and then have them explain their answers to the following questions:

  - What can we learn from this account about African attitudes toward the introduction of Christianity to their communities?

  - Why did some Ibo townspeople become violent in their opposition to Christianity?

  - If you had lived in this town, how would you have greeted the coming of Christianity? Explain.

  - Do you think that missionaries were sincere in their desire to help the African people? Explain.

- Should the Christian missionaries have been accepted as they were by converts in this Ibo town? Should the town rulers have opposed them? Explain.

- Was the father of Abanogu and Oji justified in having them arrested and jailed for accepting Christianity? Explain.

- Why did Abanogu's father refuse to shake hands with the white missionary? Should European missionaries have been made to pay for the actions of imperialist European armies? Explain.

- When colonized people mistreated Christian missionaries, European nations often sent in their armies to punish the unfriendly group. These armies usually ended up by taking over. Does this help explain the hostility and suspicion of Abongu's father toward the missionaries? Explain.

- Can you point to examples today of people reacting violently to ideas and beliefs that seem strange to them? Are people justified in feeling threatened by new ideas, as some Ibos felt threatened by Christianity? Explain.

STRATEGY 9

Photographs can often express what words cannot.

. Distribute Worksheet D-10, "The Impact of Imperialism on Africans."

. Divide the class into small groups of not more than six students each. Have the groups examine each photograph very carefully and then discuss the following questions which might be written on the chalkboard:

- What does each photograph suggest about the effects of European imperialism on African people?

- How reliable are these photographs as a source of information? Can we draw valid conclusions about imperialism in Africa from these photographs? Are these photographs fair? Biased? Explain.

- How would you categorize the subject of each photo? Is it political, economic, or social? Explain.

- Judging from what you have learned so far, do you consider the effects of imperialism to be good or bad? A combination of good and bad? Explain.

- Were the positive effects of imperialism worth the price the victims of imperialism had to pay? Explain.

STRATEGY 10

Africans themselves argue about the effects of Western imperialism.

. Distribute Worksheet D-11, "Imperialism in Africa Weighed." Have students read "A Black Rhodesian's View," and complete the exercises that follow it. Review the chart and have a few students read their essays aloud.

. Have students read "A Kenyan Poet's View," and then complete the chart on the worksheet using information from this poem as well as from the first reading ("A Black Rhodesian's View").

. Follow up by having students explain their answers to the following questions:

- How do you explain the fact that Africans themselves disagree about the impact of imperialism?

- How might the poet answer the claims made by the essayist?

- How reliable are these writers as sources of information on colonial Africa? Are they objective? Biased? Explain and defend your point of view.

- Does the literary form of an argument have any bearing on the author's reliability? Should you place more faith in the words of an essayist than in the work of a poet? Explain.

- Based on these selections and all that you have studied, how would you now evaluate imperialism in Africa?

STRATEGY 11

When Africans realized what was really happening to their lands, often under the guise of Europeans' humanitarianism, most wanted to break the colonial relationship.

. Distribute Worksheet D-12, "An African Fable." Have students read the fable and explain their answers to the following questions:

- What is a fable?

- Whom does the man in this fable represent? Whom do the animals represent?

- How accurately does this fable show the method used by Western powers when they took control of Africa? Explain.

- Does this fable suggest the reasons why European imperialists sought control of Africa? Does it show how they gained that control? Explain.

- Do you agree or disagree with the idea expressed at the end of the fable? Explain.

- Is the fable a fair portrayal of European colonial rule in Africa? If so, did imperialism bring any benefits to the African colonies? Did the benefits outweigh the disadvantages?

. Students might be asked to write their own fables expressing their views of imperialism in Africa.

Subtheme E *Japan Chooses Imperialism*

SUBTHEME E: *JAPAN MODERNIZED AND BECAME AN IMPERIAL POWER*

LEARNING ACTIVITY

RATIONALE

Although nineteenth century imperialism began in the West as an outgrowth of the Industrial Revolution, it did not remain a specifically Western phenomenon. By the late 1800s, Japan had become an imperialist power. Unlike its neighbor, China, which refused to adopt Western technology and became a victim of European expansion, Japan decided to modernize and industrialize. It then had the need and the technology to become an agressor nation. Japan's own expansion became possible.

Through this learning activity students will see that Western technology of the nineteenth century had an impact on Japan different from its impact on other victimized countries. They will see that imperialism as a force spread from the West and was adopted by Japan, a society and culture very different from those where that concept originated.

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain how the United States succeeded in opening Japan to the West.
- Compare and contrast Japanese and American cultures at the time of Perry's visit.
- Evaluate the decision of the Japanese to Westernize.
- Explain the causes of the Meiji Restoration.
- Analyze the impact of the West on Japan.
- Identify lands taken over by Japan.
- Compare the causes of Japanese imperialism with the causes of Western imperialism.

STRATEGY 1

In the seventeenth century, the Japanese Shōgun (a military governor), fearful of Western influences, virtually closed Japan's doors to foreigners. Trade with the West was practically stopped.

- Distribute Worksheet E-1, "Perry Arrives in Japan." Have students examine the picture, read the selections, and then explain their answers to the following questions:

  - Why do you think the President of the United States had his letter to the emperor sent by way of Admiral Perry and a fleet of warships? Explain.

  - Why would the President mention the large size of the United States, its nearness to Japan, and its wealth? Explain.

  - If you were a Japanese soldier standing on the shore when Perry arrived, how would you have reacted when you saw the American fleet? Explain.

- Why do you think Perry chose the particular gifts he brought to Japan on his second visit? Were they good choices? Why, or why not?

- How would you describe Perry's strategy (method) for opening Japan to trade?

. Have students rank the following types of persuasion that Americans might have used in Japan. Suggest that they use the number "1" for the most effective method, and the number "4" for the least effective.

_____ Diplomacy (Bargaining)
_____ Gifts
_____ Threats
_____ War (Conquest)

. Have students select one of the following roles and compose a diary entry about their day's experience and their reactions to events.

--An American sailor on Perry's first expedition
--A Japanese soldier standing on the shoreline when Perry arrives in Japan

STRATEGY 2

For more than two hundred years prior to Perry's arrival, Japan had virtually isolated itself from foreign contact. When Perry and his crew arrived, Japanese eyewitnesses set down their impressions in scroll paintings that show not what Perry looked like, but what a hairy foreigner was said to look like.

Distribute Worksheet E-2, "A First Impression." Have students study the "portrait" and then explain their answers to the following questions:

- The artist called this a "true portrait of Perry." Do you think the artist really believed it was? Explain.

- What does this "portrait" suggest about Japanese attitudes toward foreigners in the nineteenth century? Explain

- If Perry or one of his crew had sketched the Japanese, would you expect to see a realistic picture, or a distortion? Explain.

- Have you ever held a distorted or exaggerated view of an unfamiliar group? How do such stereotypes about other groups get started? Explain.

. Have students compare this drawing with the Chinese sketch of a British sailor, shown on Worksheet C-1. Ask them:

- Are there any similarities between the two pictures?

- If these were cartoons, what would you conclude the cartoonist was trying to say? Explain.

STRATEGY 3

Historians draw on all kinds of sources when examining an aspect of history.

. Distribute Worksheet E-3, "Thinking Like a Historian." Have students examine the list of Perry's gifts to the Emperor and the list of gifts from the Japanese to Perry. After students complete the Comparison Chart on the worksheet, have them explain their answers to the following questions:

  - Do you think the items given by each country were appropriate gifts? Were they useful? Explain.

  - Do you think either set of gifts was more useful than the other? Explain.

  - What do these lists suggest about the values of each country? Explain.

  - What do these lists reveal about the American and the Japanese cultures?

. Divide the class into small groups. Have each group pretend to be newly appointed ambassadors to an imaginary foreign country called Sarnia. Tell students their goal is to impress the Sarnians and win them over as allies. Have each group of students brainstorm a list of gifts they would take from the United States to Sarnia. Students sharing their lists could later decide what kinds of gifts would best represent the United States to another country.

STRATEGY 4

Once their nation was opened to foreign trade, the Japanese decided to adopt Western ways.

. Distribute Worksheet E-4, "Decision Chart." Have students read "Facts About Japan" on the worksheet and complete their decision charts individually.

. Have the class brainstorm the advantages and risks of each choice and correct or add to their individual worksheets. Then have them explain their answers to the following questions:

  - Are any of these choices extreme positions? Which choice represented a middle view for nineteenth century Japan? Explain.

  - If you were a Japanese noble (daimyo) in the 1850s, which policy would you have favored? Why?

  - If you were a Japanese businessperson, which option might you have preferred? Explain.

  - Would Perry have welcomed choice A? Choice B? Explain.

  - If you were a Japanese shogun in the 1850s, how would you have responded to Perry's entry into Tokyo Bay? Explain.

. Tell students that the shoguns essentially decided in favor of choice C. Japan was opened to foreign trade. "Unequal" treaties were signed--unequal

in that the Japanese fixed low tariffs for Western nations, and granted Westerners the privilege of extraterritoriality, without receiving the same rights in return. (Extraterritoriality meant that Westerners living in Japan could not be arrested by the Japanese.) Then have students explain their answers to the following questions:

- How do you think the Japanese people, especially the nobles, felt about the shōgun who signed the unequal treaties?

- What pressures, do you think, forced the Japanese to open their ports to foreign trade? Explain.

. Have students do the Writing Exercise at the end of Worksheet E-4. This could be a homework assignment for students, thus allowing them time for some outside research.

STRATEGY 5

In 1868, the shogun was forced to resign and the 15-year-old Emperor Mitsuhito was restored to full authority (the Meiji Restoration). The political system of Japan underwent a radical change.

. Distribute Worksheet E-5, "A Loser and A Winner." Have students silently read Selection 1, complete the exercise following it, and explain their answers to the following questions:

- What was the role of the shōgun in imperial Japan? What was the path for a noble to become a shogun?

- What was the position and role of the emperor while the shōgun was in control?

- Why did civil wars occur in Japan during the nineteenth century? Explain.

- How do you think these civil wars affected the ability of the Japanese to defend themselves against Western imperialists? Explain.

. Have students read Selection 2 and ask the following questions:

- In 1868, what type of government did the daimyos (nobles) choose?

- The daimyos voluntarily gave up their feudal estates. How did this strengthen the position of the emperor? Explain.

- For dealing with other nations in the nineteenth century, which was better for Japan: a system of rival feudal lords, or a government with one ruler only--the Emperor? Explain.

- Why do you think the daimyos decided to get rid of the shōgun and restore the emperor?

- How might this change--the Meiji restoration--become a symbol of nationalism for the Japanese people? Explain.

- How would you explain the title of this worksheet?

STRATEGY 6

Japan's decision to open its doors to Western trade had a profound impact on that nation.

. Distribute Worksheet E-6, "Some Effects of Western Imperialism on Japan." Assign one selection to each row. (As an alternative, divide the class into small groups.) Have students read their assigned selection and answer the corresponding questions. Ask one student from each row or group to summarize the assigned selection and another to summarize their answers. Conclude with a few generalized questions:

  - In your opinion, which were the most important types of change that occurred in Japan in the nineteenth century? Explain and defend your choices.

  - Which do you think was the better policy: Japan's willingness to make changes, or China's resistance to change? Explain, giving specific examples.

STRATEGY 7

The diffusion of Western culture in nineteenth-century Japan did not affect all the old customs. Blind loyalty was still a strong sentiment at the beginning of the nineteenth century.

. Distribute Worksheet E-7 "Title: _____." Have students read the selection and answer the questions on the worksheet. Ask them:

  - Can you think of any custom, belief, or practice that has changed in your own lifetime? Does it seem that most change takes place quickly, or slowly? Explain.

STRATEGY 8

The cultural diffusion that resulted from Japan's opening her doors to the West was reflected in both the Japanese and the Western art of that period.

. Distribute Worksheet E-8, "The Artist's View." Divide the class into four to six groups with no more than six students in each. Assign one picture to each group. Write the questions listed below on the chalkboard. Instruct students to examine their assigned picture in the light of these questions. After discussion among themselves, have all groups share their findings.

  - How does your picture show the cultural diffusion that occurred in Japan after Perry's visit? Explain.

  - Does your picture suggest any problems that might have resulted for the Japanese people from this cultural diffusion? Explain.

  - If you had not been told whether the artist was Japanese or Western, would you have been able to tell by the style of the painting? (Consider differences in perspective, realism, and detail.)

STRATEGY 9

Japan's adoption of Western ways included the adoption of a policy of imperialism.

. Distribute Worksheet E-9, "Japan Becomes an Imperialist Power." Have students examine the map and complete the exercise. Then ask the following questions:

  - What story does this map tell about Japan from 1905 to 1933?

  - It has been said that "Japan chose to became a victor rather than a victim of imperialism." How does the map suggest this?

  - Judging from this map and your study of nineteenth century imperialism, why do you think Japan decided to become an imperialist power? Explain. What additional information do you need to answer this question?

. As a follow-up to this strategy, students might be asked to research specifically how Japan acquired each of the lands shown on the map. Pages in their textbooks, describing the Sino-Japanese and the Russo-Japanese wars, could be assigned.

STRATEGY 10

The causes of Japanese imperialism are both similar to and different from the causes of Western imperialism.

. Distribute Worksheet E-10, "We Continue to Learn Much from You." Have two students take the roles of Saito and Blake, and deliver the dialogue.

. While the performance goes on, instruct students to underline words or phrases that suggest causes of (motives for) Japanese imperialism.

. Draw the following chart on the chalkboard and have students complete it.

THE CAUSES OF JAPANESE AND WESTERN IMPERIALISM

	LIKENESSES	DIFFERENCES
ECONOMIC CAUSES		
POLITICAL CAUSES		
SOCIAL CAUSES		

STRATEGY 11

Resolved: Japan was right to embark on a course of imperialism. Had Japan not done so, it would not be the world power that it is today. Japan had no alternatives as the twentieth century began.

. Have students prepare a debate on the above question. Suggest that they use worksheets distributed earlier, for references. At the conclusion, allow students time to evaluate their performance and to determine which view of the question was better handled.

STRATEGY 12

Learning how to write a report is a basic requirement of all students in social studies. In this strategy, students must write the type of report required on the Regents Competency Test.

. Distribute Worksheet E-11, "Regents Competency Test Report." Tell students that they are going to write a report titled "Japan Becomes an Imperialist Power." They are going to use the "notes" on the worksheet to prepare this report. Formulate topic headings with the class. Then help them to match each of the notes with the proper heading. Finally, assist students in sequencing the notes under each heading.

. The writing of the final report can be given for homework.

. Have students read one another's papers and check to see that all the facts are included. Model essays can be placed on an opaque projector or on the chalkboard for class review.

Subtheme F *The British in Ireland*

SUBTHEME F: *ENGLISH CONQUEST AND CONTROL OF IRELAND HAD MUCH IN COMMON WITH THE "NEW" IMPERIALISM*

LEARNING ACTIVITY

RATIONALE

While the term imperialism refers generally to eighteenth and nineteenth century expansionist efforts in continents other than Europe, it has current usage as a label for any nation's policy to control or dominate another. In this sense, the question can be raised: Was English conquest and rule of Ireland, initiated in the twelfth century, imperialism of the same order as nineteenth century imperialism? The historical evidence points to striking similarities.

The twelfth century Irish were a Gaelic-speaking Celtic people whose geographic isolation had left them relatively untouched by events that shaped feudal England. They had their own folklore, poetry, music, and religious traditions. At the head of their political system was a high king, representing national unity, with five provincial kings in rivalry for the high kingship. When Henry II arrived with English soldiers in 1171, his purpose in Ireland was strategic. He wanted to prevent the rise of a strong Irish kingdom which might be used as a base from which to attack England, less than 80 miles away. From then on, hostilities grew and deepened between both peoples.

When Henry VIII made himself head of the Anglican Church in the sixteenth century, the fear that Catholic Ireland would be used as a base for enemy attack made religious differences a focus of hostilities between both peoples. English Protestants' distaste for Irish Catholicism, and their feelings of ethnic and cultural superiority fueled attempts in the eighteenth century to eradicate Irish Catholic culture. At the same time Ireland was made economically subject to English policies. Food grown in Ireland was shipped back to feed the people of industrial England. But Irish wool and shipbuilding industries were prevented from competing with English businesses, enabling the latter to prosper.

The impact of British rule on Irish people was profound. Robbed of their language, forced to practice their religion in secrecy, doomed to starvation by the laissez-faire policies of Britain in 1846, large numbers of Irish men and women emigrated. Those who survived in Ireland reacted to British rule in a number of ways. There were moderates who chose to use legal means to win Irish home rule or independence; there were radicals whose violent tactics culminated in the 1916 Easter Rebellion.

The materials in this subtheme represent a full survey of the social, political, and economic impact of British policy toward Ireland from the twelfth to the twentieth century. As such, Subtheme F constitutes an unusual opportunity for studying in detail and debating the meaning of imperialism.

PERFORMANCE OBJECTIVES

Students will be able to:

. Explain how English policies toward Ireland adjusted over several centuries.
. Trace the steps by which England gained effective control of Ireland.
. Evaluate British government policies in Ireland.
. Analyze the political, economic, and social consequences of British rule in Ireland.
. Analyze various strategies used by Irish nationalists prior to and during the 1916 Easter Rebellion.
. Compare English imperialism in Ireland with other examples of nineteenth century imperialism.

STRATEGY 1

The story of how and why the English first invaded Ireland poses some ineresting historical questions. Many history texts imply that the Irish were themselves responsible for the English conquest.

. Distribute Worksheet F-1, "English Invasion of Ireland--Why?" Have students examine each "exhibit" and explain their answers to the following questions:

  - According to Exhibit A, a typical textbook account, why did the English invade Ireland in the twelfth century?

  - How did the fact that Ireland had rival kings in the twelfth century encourage English success? Explain.

  - Judging from Exhibit B, what kingdoms do you think posed the greatest threat to England in the twelfth century?

  - How does the map explain why England might have wanted to conquer Ireland at that time? What advantages would control of Ireland give to England?

  - According to Exhibit C, Pope Adrian's Decree, when did Henry II show an interest in entering Ireland? Why did Henry want to enter Ireland? Do you believe this was Henry's real motive? Why or why not? Explain.

  - If this decree was actually issued in 1154, Henry would have received it 17 years before MacMurrough asked for English help. What conclusions about Dermot MacMurrough's role in the English invasion of Ireland do you draw from this? Explain.

  - Does MacMurrough seem to have been a traitor? A patriot? A person just looking out for himself? Explain.

  - Do Henry II's motives for invading Ireland seem like those of nineteenth century imperialists? Are there differences? Explain.

  - If Dermot MacMurrough had never asked for Henry's help--and Strongbow's--would an English invasion of Ireland have been likely to happen? Explain your answer by referring to the exhibits.

. Distribute Worksheet F-2, "The Unforgiven Crime." Read the poem aloud to the class, remind them of the story of Dermot MacMurrough (in Exhibit A, Worksheet F-1), and ask:

- Whom do the Young Man and Young Girl blame for the English invasion of Ireland? What do they claim was the price Ireland paid in that invasion?

- In your opinion, is the Young Man right when he says that Dermot and Dervorgilla should never be forgiven, or is the Young Girl right in suggesting the opposite? Explain.

- MacMurrough lived in the twelfth century. What does this poem, written more than 800 years later, tell you about the place given to MacMurrough in Irish history? Explain.

- From this poem by an Irish writer, would it appear that the English destroyed Irish culture? Explain.

. Have students, in a poem or a letter, answer the arguments made by the Young Man or the Young Woman.

STRATEGY 2

The impact of the Norman-English invasion of Ireland was limited. Although the English claimed political control over all Ireland by the year 1400, English law was enforceable only within a thirty-mile radius of Dublin, an area known as the "Pale."

This situation changed over the next two centuries. King Henry VIII's break from the Roman Catholic Church brought a real threat of reprisals from Catholic Spain and France. As a result, Henry and his successors sought to secure their kingdom by strengthening their hold on Ireland.

. Distribute Worksheet F-3, "The Global Times, 1500-1700." After students, using the map as a reference, have examined the "headlines," ask the following questions:

- Why did English interest in Ireland increase after Henry VIII broke away from the Roman Catholic Church?

- How did the English get control of more and more Irish land from 1500 to 1700?

- How did the Irish people and their leaders react to increased English control? Find specific evidence in the headlines.

- What arguments would the English have used to justify their actions in Ireland during this time? Refer to the headlines.

- In your opinion, were the English justified in taking control of Ireland? If the United States were in a similar situation to that of England, would you expect it to make a colony out of another people's land? Would you want that to happen? Explain.

- Why do you think the seventeenth century English wanted to replace Irish Catholics with English and Scottish Protestants? Explain.

- If you were an Irish Catholic landowner in the 1600s, how would you have felt about English policy in Ireland? Explain.

. The headlines in this worksheet are written from an English point of view. Suggest that students plan a DUBLIN, January 1 summary of the same headline events, showing how Irish editors might have written their headlines.

. Ask students to make the following Decision Chart in their notebooks. Have students fill in the chart based on their answers to this question.

- Could Irish Catholic landowners have done anything to prevent the English takeover?

DECISION: WHAT CAN CATHOLICS DO TO STOP THE ENGLISH?		
CHOICES	ADVANTAGES	RISKS
1.		
2.		
3.		

. Have students predict relations between Irish Catholics and Protestants for the eighteenth century and after, by completing this statement with two paragraphs:

I predict that after the year 1700, relations between Catholics and Protestants in Ireland would (be, become) _____

_____

_____.

I predict this because _____

_____

_____.

STRATEGY 3

By the year 1700 there were only a few Catholic proprietors left in Ireland. The various plantations established with England's consent had transferred most Irish land to English Protestants and Scottish Presbyterians. Because they were needed to work the land, Irish Catholics--some of whom had been landowners--were kept on as tenants.

. Distribute Worksheet F-4, "Land Changes Hands." Have students examine each map and explain their answers to the following questions:

- How much Irish land was held by non-Catholics in 1641? Where were non-Catholics concentrated? Who were these non-Catholics?

- How did the ownership of Irish land change from 1641 to 1703? Give specific references from the maps.

- The West of Ireland (the province of Connacht) has the poorest soil in all Ireland. What conclusions about the English plan for Ireland do you draw from these maps?

. The following options were open to Irish Catholics who lost their land. Have students rank these options in the order of their preference. Their first choice should be 1; their last choice, 3. Tell students to be prepared to explain their rankings.

___ Leave Ireland. Take a ship to America or to Australia.

___ Stay on the land as a tenant. Farm your small plot of land and pay rent to an English landlord.

___ Join a secret society and plan a rebellion against English landlords.

STRATEGY 4

The last of the Stuart kings, James II, was a Catholic. In a futile attempt to protect his claim to England's throne, James II joined with Catholics in the Irish uprising of 1691. James and his supporters failed, and the Protestant-controlled Irish Parliament, fearful of another Catholic insurrection, enacted a series of anti-Catholic statutes--the Penal Laws.

. Distribute Worksheet F-5, "The Penal Laws." Have students read and complete the exercises on the worksheet. Review their responses and then have students explain their answers to the following questions:

- How did your ratings of the Penal Laws compare with those of your classmates?

- After listening to your classmates' ratings, would you now make any changes in your original rating? Explain.

- What do you think were the feelings and motives of those who passed these laws? Explain.

- What do you think was the overall impact of these laws on Irish Catholics? Explain.

- Do you think Irish Catholics converted to the Protestant religion during the time of the Penal Laws? Why, or why not?

- Why do you think Catholic priests and schoolmasters were hunted with bloodhounds? What does this suggest about English fears? About English goals?

- It has been said that the Penal Laws not only "preserved" the English conquest but "extended" it as well. Explain this by referring to specific laws.

- In your opinion, how did the impact of the English on the Irish in the eighteenth century compare with the impact of imperialist powers on their colonies in the nineteenth century? What are the likenesses and differences? Explain.

. Have students role play the following situations as they might have occurred during the time of the Penal Laws in Ireland.

- An English landowner meets his Irish Catholic neighbor, who is riding a thoroughbred horse.

- A schoolmaster, teaching Catholic children in the fields, is discovered by an English soldier.

- A Catholic widow, mother of three young children, realizes she is near death. She asks to speak with her Protestant landlord.

STRATEGY 5

Both Catholics and Protestants demonstrated a wide range of reactions to the Penal Laws.

. Distribute Worksheet F-6, "Reactions to the Penal Laws." Divide the class into four to six groups, assigning one source to each group. Have each group choose a secretary and a spokesperson.

. Ask students in each group to read their source carefully and to discuss the following questions which could be written on the chalkboard:

- How does your assigned source show Irish people responding to the Penal Laws?

- Do you admire the individual(s) described? Why, or why not? Be ready to explain.

. After each group's spokesperson has reported the group's answers to the entire class, poll the class on the various individuals described. Ask students to vote for the most heroic individual. (Students might also vote for the most foolish, the most practical, etc.)

STRATEGY 6

In the early eighteenth century Ireland was a land of contrasts. While most Irish people, kept in submission by the Penal Laws, lived in miserable poverty on tiny plots of rented land, subsisting on diets of potatoes and milk, an Anglo-Irish Protestant class prospered in Dublin and in the countryside. Not all Anglo-Irish persons used their wealth selfishly. Some landlords did take a personal interest in their estates and in their tenants. Men like Dublin's Jonathan Swift, Dean of St. Patrick's Anglican Cathedral, spoke out against some of the injustices suffered by Catholics.

. Distribute Worksheet F-7, "A Modest Proposal." Choose one student to play the role of Jonathan Swift delivering this "solution" to the Irish "problem" during a sermon in St. Patrick's Cathedral, Dublin. Others in the class become an Anglo-Irish Protestant congregation. Do not tell students that Swift's "proposal" is satirical. After the "proposal" has been delivered, ask the following questions of the "congregation":

  - How would you describe your feelings after hearing this sermon? What questions does it raise for you?

  - Why would Swift propose something so outrageous? What might have been his intention?

. Tell students that Swift was using a literary style called satire. Have them attempt a definition of satire (the use of ridicule, sarcasm, or irony in order to expose or attack some human foolishness or vice). Then ask:

  - What is Swift referring to when he says that this food would be "very proper for landlords, who as they have already devoured most of the parents, seem to have the best title to the children"?

  - Do you suppose Swift's use of satire was effective in eighteenth century Dublin? Explain. Would he have been more effective by just speaking to his congregation in plain words? Explain.

  - Knowing now that Swift was being ironic (sarcastic) with his "modest proposal," what attitudes among his congregation do you think he was attacking? Explain, with reference to the worksheet.

STRATEGY 7

Although they controlled their country's parliament, Irish Protestants did not have a free hand in Ireland's growth. By the end of the eighteenth century, Irish trade in woolens, linen, meat, and dairy products had been ruined by English tariffs and outright prohibitions--all so that English businesses might prosper. The Protestant Irish Parliament in Dublin, led by Henry Grattan, demanded free trade. England, nervous over the American and French Revolutions, made some concessions to Grattan's Parliament. But the radical United Irishmen, led by Theobald Wolfe Tone (a Protestant), grew impatient with parliamentary reform.

. Distribute Worksheet F-8, "The Treason of Wolfe Tone." Have students read and complete the exercises on the worksheet. Then have them explain their answers to the following questions:

- Why did Wolfe Tone turn to France for help in freeing Ireland? Why did the French agree to help the Irish? Explain.

- How do you suppose the English reacted to the French "invasion" of Ireland in 1798? Explain.

- England had feared for centuries that Ireland would become a base for invasion by France or Spain. Do the events of 1796 and 1798 prove that England was right to have taken over Ireland? Explain.

- Why do you suppose Tone pleaded guilty at his court-martial? Did he commit treason? What is treason? Explain.

- Why did the President (judge) cut Tone off in the middle of his statement?

- The penalty for treason at that time was death by hanging. What advantages would England gain by hanging Tone? Could there have been disadvantages? Explain.

- Do you think all Irish Catholics in 1798 supported Tone's goals and methods? Would the clergy have supported him? The peasants? Would you have supported Tone? Explain.

- How does the reaction of the United Irishmen to English rule in 1798 compare to the reactions of Indians, Chinese, and Africans toward nineteenth century imperialists?

. Have the class court-martial Theobald Wolfe Tone. Choose students for the following roles:

THEOBALD WOLFE TONE

LORD CORNWALLIS (victorious British commander)

GENERAL HUMBERT (French general who led Irish peasants but finally met defeat)

FATHER MURPHY (leader of the defeated Irish rebels in County Wexford)

DEFENSE ATTORNEY

PROSECUTOR

JUDGE (president of the court-martial)

MEN and WOMEN of the court-martial jury

BAILIFF

. Have the role players prepare their parts by breaking the class into six groups, each group to be led by one of the principal characters. Instruct other members in each group to assist the principal character in preparing arguments, questions, and so on. Tell students to adhere to historical evidence.

. Stage the court-martial and have the men and women of the court-martial vote on a verdict and a sentence.

. After the sentence has been delivered, tell students that in reality Tone was found guilty and sentenced to hang. He killed himself while awaiting execution.

STRATEGY 8

In 1800 the British Parliament, with Anglo-Irish Protestant support, passed the Act of Union. The Dublin Parliament was abolished and with it went all Irish Catholic hopes for gaining control over their own affairs.

. Distribute Worksheet F-9, "Two Significant Laws." Have students read the Act of Union and ask:

  - How did the Act of Union change the way Ireland was governed?

  - How do you think the Act of Union affected the power of the Irish people over their own affairs? Would Protestants be affected in the same way as Catholics? Explain.

  - Do you think the Parliament of the United Kingdom of Great Britain and Ireland would be as responsive to Irish problems as the Irish Parliament in Dublin had been? Why, or why not?

  - Why do you suppose most Anglo-Irish Protestants supported the Act of Union? Would the Act of Union bring any disadvantages to Protestants in Ireland? Explain.

  - In India, China, and in many parts of Africa, nineteenth century imperialist powers, including England, allowed local native governments some control over their own affairs. Why do you think England chose a different approach to governing Ireland in the nineteenth century?

. Have students read the Catholic Relief Act and ask:

  - What rights did the Catholic Relief Act of 1829 give Irish Catholics?

  - How do you think this Act affected Penal Laws still on the books in 1829?

  - Imagine you are an Irish Catholic, elected to the Parliament of the United Kingdom in 1830. You learn about an Irish Catholic's conspiracy against England's king. What will you do? Will you keep your oath to inform the king? Will you resign from Parliament?

STRATEGY 9

Although in 1829 Catholics received the right to vote in and sit in the British Parliament, their social status in Ireland remained well below that of the English.

. Distribute Worksheet F-10, "Title: _____." Have students examine this early nineteenth century print and complete the exercises on the worksheet. Review their responses and have students exchange diary entries.

STRATEGY 10

The Great Famine provides insights into the colonial relationship that existed in the 1840s. Restricted by British government policy, Ireland's economy was centered on agriculture. Irish peasants raised livestock and produced several grains. But they were forced to sell these for export in order to pay their rent. For their own subsistance, they relied on one single crop, the potato.

. Distribute Worksheet F-11, "The Great Potato Famine." Have students read both excerpts and explain their answers to the following questions:

- Why does the landlord, Mr. Trench, call 1846 a terrible year?

- How would you describe Mr. Trench's reaction to the loss of his crop? How do you think his reaction compared to the reactions of his tenants?

- How does Trench explain the deaths of thousands following the failure of only one crop?

- The Irish census of 1851 listed 24 separate failures of the potato crop up to that year. How do countries protect against such disastrous crop failures today? (Scientific breeding, insecticides, etc.)

- How does Mr. Cummins describe the effects of the potato failure on Irish peasants?

- Many Irish peasants were also raising livestock and growing oats, wheat, and barley when the potato crop failed. Why do you suppose they didn't eat these grains instead? If a tenant farmer did eat these foods, what would the consequences probably be? Explain.

- A rebellion broke out in 1846 led by a group known as the Young Irelanders. The leaders of this group were surprised and disappointed when Irish peasants did not rally to their cause. How would you explain the peasants' lack of will to fight in 1846?

. Have students work individually or in groups to complete the two Decision Charts on Worksheet F-11. Have a few students defend their decisions.

. Distribute Worksheet F-12, "Eviction Scenes." Have students carefully examine the pictures. Ask them to choose one picture and write a story about the characters shown. A few students might write their stories on the chalkboard.

STRATEGY 11

Did the British do everything possible to alleviate Irish suffering during the Great Famine? Some historians find it difficult to justify the policy of the British government during that disastrous time. British leaders in the nineteenth century were fervent believers in the economic theory of laissez-faire, which dictated that government should interfere as little as possible in the economy, instead allowing individuals to pursue their own self-interest. Such a policy, applied during a time of great human suffering, is bound to be challenged--as it has been, by Cecil Woodham Smith.

. Distribute Worksheet F-13, "A Historian's Conclusions." Have students complete the exercise on the worksheet and then have them explain their answers to the following questions::

- How was the population of Ireland affected by the Great Famine?

- According to Woodham-Smith, how did the British government deal with the famine from 1845-1847? Give examples.

- What does Woodham-Smith consider to be the most serious charge against the British government? Explain.

- Do you agree or disagree with this historian's interpretation of British policy? Explain.

- Why do you think Irish peasants did not "cast about them for some less uncertain food"? Should the British government, after so many potato failures, have taught the Irish people to grow another crop? By nineteenth century standards, was it their responsibility to do so? Explain. Does a government have a moral duty in the face of human suffering? If so, is it the most important duty? Explain.

- Do you think British policy in Ireland during the 1840s amounted to genocide (race murder)? Explain.

- Famines occur today in some parts of the world for various reasons. When famine strikes in Africa or Asia, should the United States act as the British did during the Potato Famine? Are the two situations the same? Why, or why not? Explain.

. Set up a debate on the following resolution:

Resolved: "The British government's policy toward the suffering of the Irish people during the Potato Famine was nothing short of genocide."

STRATEGY 12

The bitterness that the Great Famine left in the hearts and minds of Irish Catholics, together with the failure of their leader, Daniel O'Connell, to win repeal of the Act of Union (Home Rule), led to their demands for complete separation from England--to be achieved, if necessary, through violence.

. Distribute Worksheet F-14, "Title:_____." After students have examined the cartoon, ask the following questions:

- According to the cartoon, what decision did Irish men and women face in the nineteenth century?

- Did their decision involve a choice of goals, or methods, or both? Explain.

- How do the three "roads" differ? Explain.

- Which road seems to be the most radical? The most conservative? Is there a moderate road? Explain.

. Have students read each statement on the worksheet. Then ask:

- Which road does each leader urge Ireland to take? What reason(s) does each leader give for his choice?

. When all the statements have been analyzed, ask:

- Could some of these individuals have joined together to achieve their goals? Would some have been in opposition? Explain, and give specific references to these leaders' arguments.

- Irish people disagreed among themselves over goals and methods. Do you think this affected their political strength? Explain.

- What title would you give to this worksheet?

. Advanced classes might be asked to use these six characters to create a TV script for the TV program "Meeting of the Minds," in which well-known historical figures meet and discuss their values, beliefs, and goals. This could be a home assignment for individuals, or the class could be divided into groups, with each group brainstorming dialogue for the TV show. Instruct students to emphasize:

-- similarities among the speakers in goals and/or methods
-- differences among the speakers in goals and/or methods
-- related facts from other sources dealing with Anglo-Irish history
-- predictions for Ireland's future, after the nineteenth century.

STRATEGY 13

English failure to grant Home rule to Ireland during the nineteenth century led to the 1916 Easter Rebellion. By the time the Home Rule Bill of 1913 was passed into law (giving limited Home Rule but allowing the six Protestant-dominated counties of Ulster to opt out of the plan), the forces for complete separation from England had developed formidable strength. When World War I broke out in 1914, Irish radicals hoped that England's difficulty would be Ireland's opportunity. They pressed Irishmen to resist a threatened British draft, unsuccessfully turned to Germany for help, and then staged a rebellion that--had it not been for England's ill-advised response--might have been condemned by most Irish people themselves.

. Distribute Worksheet F-15, "The Easter 1916 Rising." Have students read the newspaper headlines and the "Proclamation" of the Provisional Government. Ask the following questions:

- According to The Sun, what event occurred in Dublin, Ireland in 1916?

- How does the "Proclamation" suggest why this revolt broke out in 1916?

- At the time of this uprising, German submarines were bringing arms to the Irish rebels. When the rebels failed to meet the submarines, the Germans left. How do you suppose the British, at war with Germany, reacted to this? Were the Irish wrong to ask for German help? Explain.

- Observers reported that most Irish Catholics at first condemned the revolt. How do you explain this?

. Distribute Worksheet F-16, "British Choices." Have students investigate how the British could have responded to the Easter Rising, by brainstorming the advantages offered by each choice, and the risks attached to selecting it. Then poll the class on how the British should have dealt with the rebels.

. Distribute Worksheet F-17, "The British Response," and ask:

- How did the British deal with the rebel leaders? (All signatories to the Proclamation were eventually executed.)

- What effect(s) do you think the British treatment of rebel leaders had upon Irish Catholics?

. Have students complete the following statement in their notebooks:

I predict that after the Easter 1916 Rising, the Irish people _____
_____.

[NOTE: Post-1916 Irish nationalism will be developed in Theme VII of Global History.]

STRATEGY 14

Poetry and song have been vital aspects of Irish culture since ancient times. Irish poets (including Protestants Yeats, Joyce, and Synge), immortalized Irish rebels and, in turn, inspired Irish nationalism.

. Distribute Worksheet F-18, "Heroes Immortalized." Read (or sing) each poem or song with students. Ask the following questions:

- What historical events and goals of Irish history are referred to in this verse? Refer to specific lines in your answer.

- How is each song or poem an expression of Irish nationalism (patriotism)? Explain.

- How do you think nineteenth and twentieth century Irish Catholics were influenced by these poems and songs? Do you think such verses inspired Irish men and women to end British imperialism in their country? Explain.

- Are poems and songs effective ways to influence people? Is a speech more effective? Explain.

- What types of songs influence people today? How do these songs compare with Irish songs and poems?

. If possible, play these songs (or other patriotic songs) for students. They are commonly available on Irish "rebel" albums.

STRATEGY 15

English imperialism in Ireland bears some striking similarities to imperialism in Asia and Africa. There are, however, differences, the most obvious one being the absence of the nineteenth century economic motives that sent industrialized nations around the globe in search of raw materials and markets.

. Distribute Worksheet F-19, "Imperialism Charted." Help students fill in the chart. Then ask the following questions:

- How similar was English imperialism in Ireland to the other cases of imperialism you have studied? What are the major differences? Explain.

- Did foreign rule in Ireland affect its people any more or less than imperialism affected Africa and Asia? Explain.

. Remind students that some historians define imperialism as the takeover of underdeveloped countries by industrialized nations. Ask students:

- Does the case of Ireland fit this definition of imperialism? If not, how would you refer to Ireland's experience under British rule? Should the definition of imperialism be changed? Write your own definition of imperialism.

Subtheme G *Imperialism Weighed*

SUBTHEME G: *IMPERIALISM HAD NEGATIVE AND POSITIVE EFFECTS ON THE COLONIZER AND THE COLONIZED*

LEARNING ACTIVITY

RATIONALE

Having considered several case studies of nineteenth century imperialism, students are now ready to evaluate that phenomenon. Although some evaluation of specific cases of imperialism has already taken place within the case studies, students should now be able to make some generalizations about imperialism and its impact.

Students will be asked to evaluate imperialism from the perspectives of both the mother countries and the colonies. This learning activity uses several approaches that encourage evaluation: role playing, cartoon interpretation, and values clarification.

PERFORMANCE OBJECTIVES

Students will be able to:

- Identify the positive and negative effects of imperialism on the colonizers and the colonized.
- Interpret cartoons that suggest the effects of imperialism.
- Write a letter of advice to a person faced with a values conflict resulting from the forced cultural exchange brought about by colonialism.
- Explain personal positions on various value-laden statements related to imperialism.

STRATEGY 1

Imperialism brought positive gains to some elements of the population in the mother countries: their business classes benefited most directly. Imperialist governments made money by collecting taxes on income from foreign investments. Other elements of the population, however, were left to pay the costs of imperialism. The considerable costs of military and naval expenditures necessary to acquire and then protect the colonies were borne by the taxpaying public in general. And it was chiefly the lower economic classes in imperialist nations that contributed the soldiers who risked their lives to protect their countries' investments. In this regard, Great Britain is the outstanding example of nineteenth century imperialism.

- Distribute Worksheet G-1, "The Economic Impact of Imperialism on Mother Countries." Have students examine the table and complete the exercise on the worksheet. Review their responses. Then help students to generalize their understanding of the economics of imperialism. Have them explain their answers to the following questions:

  - J.S. Hobson, a famous British historian, concluded that "although the new imperialism has been bad business for the nation, it has been good business for certain classes." Do you agree? Does the table support your answer? Explain.

- What economic classes or groups of people in imperialist countries carried on trade with the colonies?

- Why might European investors want to risk their money in a faraway, underdeveloped colony in Africa or Asia, rather than make a safer investment in their own country? Explain.

- Can you make a generalizaion about risk and reward in business?

- What were some of the costs to imperialist nations, in keeping colonies? Which groups of people within imperialist nations paid the costs (expenditures) of maintaining colonies? Explain.

- As a taxpaying Italian worker, how would you have felt about your country's imperialism? As a taxpaying British worker, how would you have felt about England's imperialism? Explain.

- What political risks do you think investors took when they put their money into colonial development? How did European governments help reduce those political risks for investors? Explain.

- On the basis of this table, do you think that it paid for imperial powers to maintain colonies? Explain.

. As a summary exercise, students might chart the information brought out in their answers to the preceding questions. If useful, the following model could be copied on the chalkboard (and in their notebooks) as a means for organizing information.

RISKS AND BENEFITS OF COLONIAL INVESTMENTS

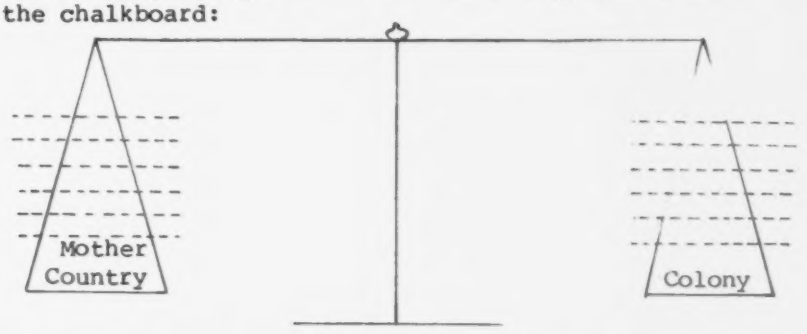
POLITICAL RISKS TO INVESTORS	STEPS EUROPEAN GOVERNMENTS TOOK TO PROTECT THEIR INVESTORS	BENEFITS (TO GOVERNMENTS) OF HAVING COLONIES	COSTS PAID BY EUROPEANS FOR THEIR COUNTRIES' COLONIES
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

STRATEGY 2

Imperialism had both positive and negative effects on the colonizers and the colonized. Students have already examined some specific examples of these effects.

. Distribute Worksheet G-2, "Imperialism Weighed," and ask students to perform the four "historian" roles. As the drama is performed, the rest of the class will underline words or phrases that suggest effects of

imperialism on mother countries and their colonies. Have the class then categorize these effects by placing them on the following scales of justice, drawn on the chalkboard:



. After the effects of imperialism have been placed on the two scales, have students explain their answers to the following questions:

- Why should we place the effects of imperialism on these scales of justice? Is imperialism an issue that involves a question of justice? Can you think of any other symbolic way to illustrate the same concept? Explain.

- How do you weigh the effects of imperialism on the colonizers (mother countries)? Do the pluses outweigh the minuses? Explain.

- How do you weigh the impact of nineteenth century imperialism on the colonies? Do the pluses outweigh the minuses? Explain.

- How valid is this sociodrama as a source of historical information? Explain.

- Do the primary and secondary sources you examined earlier in your study of imperialism tend to support or contradict the information presented here? Explain.

- This sociodrama suggests that historians are biased by their own cultural and national backgrounds. Do you think this is always so? If it is, how do students of history like yourselves find the truth?

STRATEGY 3

A cartoon can sometimes develop understanding in a way that is clearer and sharper than the effect of the written word.

. Distribute Worksheet G-3, "Through the Cartoonist's Eyes." Examine with the class the effects of imperialism as the cartoonist sees them, using the questions on the worksheet.

. As a follow-up to this activity, ask students to draw their own cartoon illustrating the effects of imperialism on colonizers, the colonized, or on both.

STRATEGY 4

One of the effects of imperialism on colonized peoples was the imposition of alien values. Indigenous cultures were undermined, causing societal upheaval and great personal suffering. The people of Africa and Asia continue to deal with this problem today.

. Distribute Worksheet G-4, "Tell Me, Josephine," which features letters from a Zambian newspaper column in the 1960s. Use the letters to identify the conflicting values confronting Africans today. Students will see the relationship between this present-day African dilemma and the many years of foreign rule to which Africans were forced to submit.

. Read each letter on the worksheet with students. After each, have students explain their answers to the following questions:

  - What problem does this young African face?

  - Why is this problem such a difficult one for the young African?

. Students should see that each of these young people is faced with a conflict of values. Introduce the term values to students if they are not familiar with it. (A simple definition might be that values are deeply held beliefs that guide our behavior.)

. After the letters have been discussed, have students explain their answers to the following questions:

  - How might the problems facing these young Africans be related to the time when Africa was colonized and ruled by European nations for almost a century?

  - Is it likely that any of these problems would have been avoided if the Europeans had never colonized Africa? Explain.

  - How do these problems compare with those of young Americans today? What are the similarities? The differences?

. As a follow-up exercise, students might choose one letter and reply to it as they think Josephine, the African columnist, would reply.

STRATEGY 5

Contemporary use of the term imperialism to describe present-day involvement of one nation in the internal affairs of another adds to the difficulty of defining this term. In addition to instances already introduced, imperialism could be used to describe the Soviet invasion of Afghanistan in 1980.

. Distribute Worksheet G-5, the Newsweek article, "Special Report: Afghanistan." Have students read the article and complete the Fact-Opinion exercise that follows it. Review the exercise and then have students explain their answers to the following questions:

  - What has happened to Afghanistan?

- Why does the article refer to Afghanistan as Russia's new "satellite"? (What is a satellite?)

- Explain the Pakistani official's statement: "We now share a common border with the Soviet Union."

- According to this article, why did the USSR take over Afghanistan? How does the map reveal the importance of a Communist Afghanistan to Russia? Explain.

- Were the Russians justified in taking over Afghanistan? Why, or why not?

- If a United States neighbor turned Communist, what action, if any, should our government take? Explain.

- How was the Soviet invasion of Afghanistan similar to nineteenth century imperialism? How was it different? Do you consider the differences significant? Explain.

. Chart students' responses to the last question on the chalkboard. Above-average students might be asked to use these responses as a basis for the following writing exercise.

. Ask students to write an essay in which they choose and defend one of the following positions on the question: "Was nineteenth century imperialism significantly different from the expansions of other historical periods?" Students are to use specific facts and examples in their essays.

Position 1

"Expansion is basically expansion. There really aren't any important differences between the recent Soviet expansion into Afghanistan, and the earlier nineteenth century expansionism of countries like England, France, Japan, and the United States."

Position 2

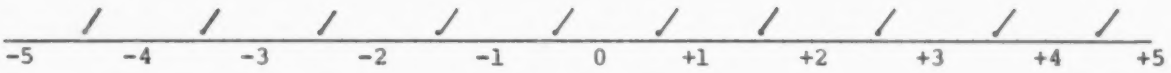
"The motive for nineteenth century empire building by countries such as the United States, England, Germany, and Japan are complex, and belong to that period of history. Their imperialist efforts should not be lumped together with twentieth century expansionism like the Soviet takeover of Afghanistan."

STRATEGY 6

Values clarification exercises can help students identify where they stand on some of the issues that grow out of the study of imperialism. The "values continuum" is particularly useful, since students are literally asked to stand up for their beliefs.

. Distribute Worksheet G-6, "Take a Stand," a collection of values-laden statements related to imperialism. Draw the following continuum across the entire length of the chalkboard:

STRONGLY DISAGREE — STRONGLY AGREE



. Explain the "rules" of this exercise to students:

1. As each value-laden statement is read, four student volunteers will go up to the board and position themselves in front of the continuum to show where they stand on the issue.

2. Other seated students may ask those standing up why they chose the position they did.

3. Seated students may <u>not</u> argue with those taking a stand.

4. Students standing may "pass" if they do not wish to explain their position. (Values clarification theory holds that students should never be pressured to reveal the basis of their values.)

. Proceed to read each statement from the worksheet and ask for volunteers to take positions. Encourage widespread participation. At the conclusion of this exercise have students explain their answers to the following questions:

- What did this exercise illustrate about the feelings of this class concerning imperialism? (Students may see that there was a spread of opinion on many of the values-laden issues.)

- Would you change your original position on any of these issues after seeing your classmates' stands? Explain.